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READING Triumphs



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Working with Words

Phonics

Read the words.

bag

big

can

cat

cap

fit

has

hat

tip

pig

tap

will

Words to Know

Read the words.

who

the

she

look

Time to Read

Read the story.

A Bag

Who has the bag?

Kim has it.

She can look in the bag.

She can tip the bag.

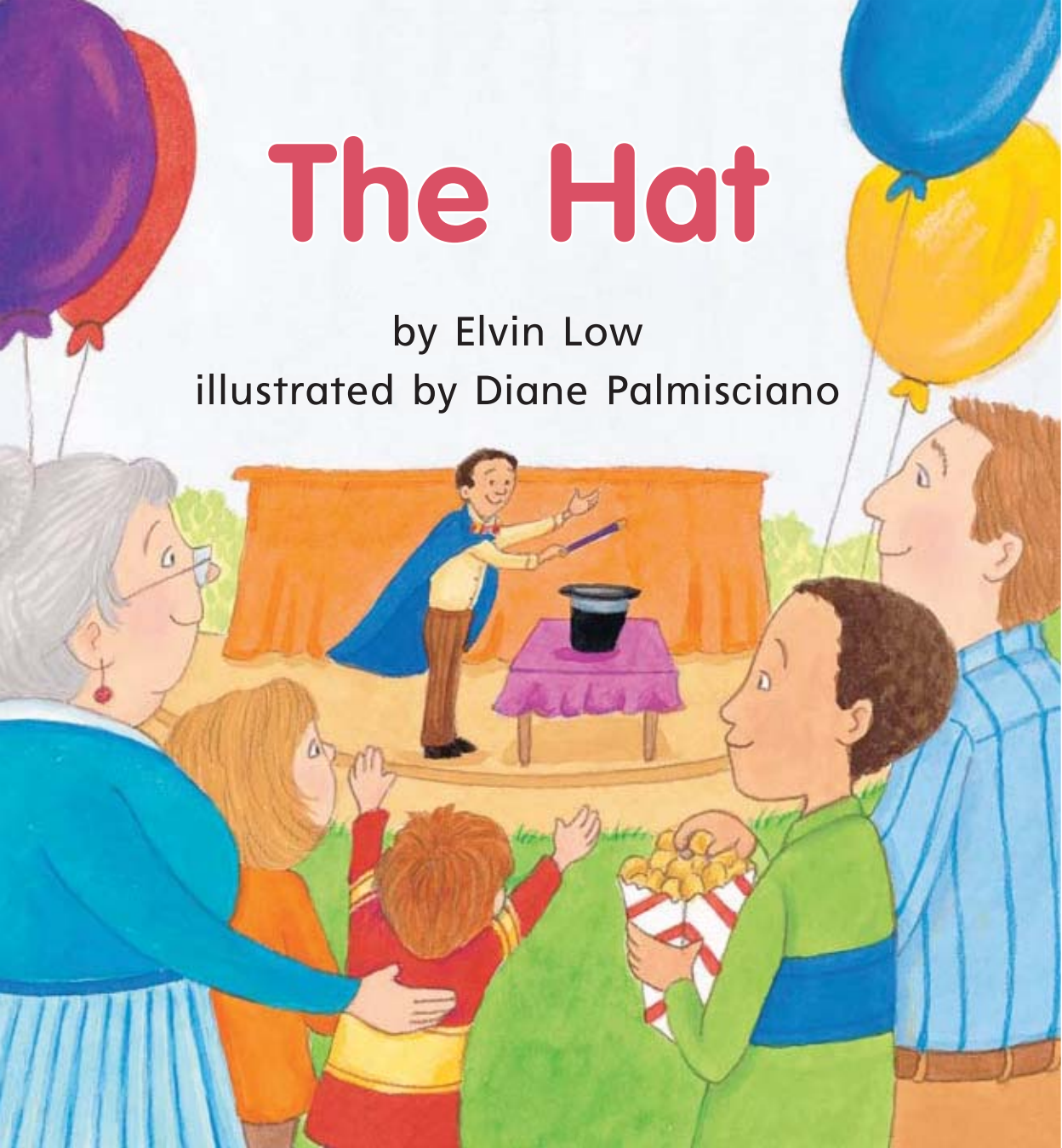
A bat is in the bag!



The Hat

by Elvin Low

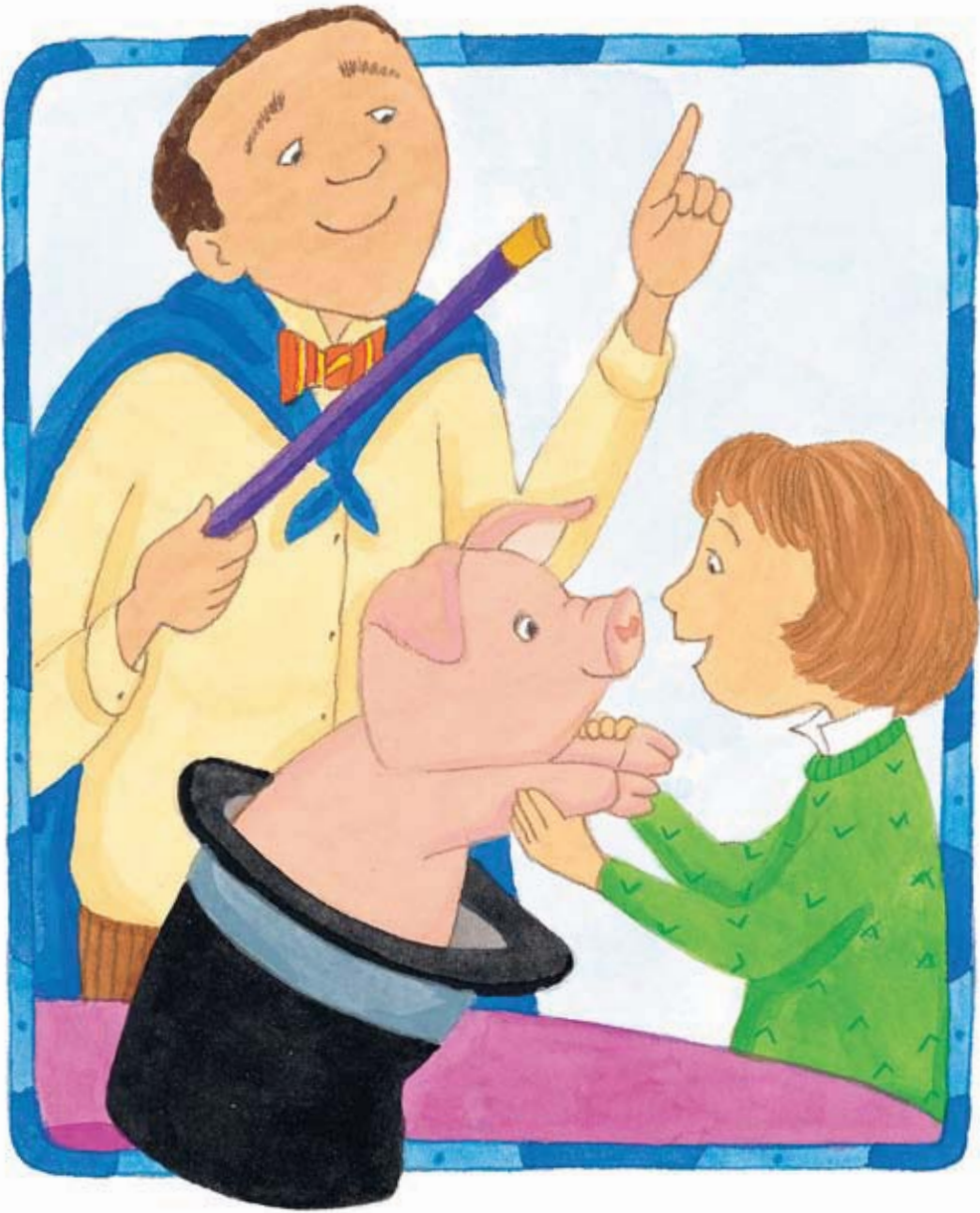
illustrated by Diane Palmisciano



Big Jim has a hat.



Big Jim will pick Jill.
She will look in the hat.



Tap! Tap! Tap!
Who is in the hat?
A pig is in the hat!



Tap! Tap! Tap!
Who is in the hat?
Jill will look in.



A cat is in the hat!
It is as big as a pig!



Jill has the hat.
Tap! Tap! Tap!
A cap is in the hat!



Big Jim has the cap.
Will it fit Jill?



Who is in the cap?

Is a pig in it?

Is a cat in it?



A duck is in the cap!

Comprehension Check

Retell

Retell the story.

Use the pictures.

Think About It

1. Who are the characters in the story?
2. What happens at the end of the story? How do you think Jill feels?



Write About It

What tricks can you do?

Write about one.



Working with Words

Phonics

Read the words.

fox

egg

fed

dog

fun

mess

pup

ox

red

yes

fix

bad

Words to Know

Read the words.

said

eat

you

help

Time to Read

Read the story.

Help Red Hen!

Bad Fox said, "Red Hen!

I will eat you up!"

Red Hen said, "Help! Help!"

Pup said, "I will help you!"

Bad Fox can not get Red Hen.



Yum! Yum!

by Emma Rose

illustrated by Erin Maurer



Miss Dog had eggs.



"Yum, yum, yum!" said Cat.

"Can I help?"

"Yes, yes," said Miss Dog.



"Yum, yum, yum!" said Ox.

"Can I help?"

"Yes, yes," said Miss Dog.



"Can I eat an egg?" said Fox.

"Yes, you can," said Miss Dog.



Yum, yum, yum!
The pals had fun.



It is a big mess!



"Miss Dog fed us," said Ox.



"Let us fix the mess," said Fox.



It is not a mess!
Miss Dog is happy.
The pals had fun!

Comprehension Check

Retell

Retell the story.

Use the pictures.

Think About It

1. What happens at the beginning of the story?
2. Why is Miss Dog happy at the end of the story?



Write About It

Write about a time when
you shared something.



Working with Words

Phonics

Read the words.

snap

flat

frog

grass

glad

swim

plop

drop

skin

slips

smell

spot

Words to Know

Read the words.

what

this

do

some

Time to Read

Read the story.

A Pet Frog

What is this?

It is a pet frog.

This frog has spots.

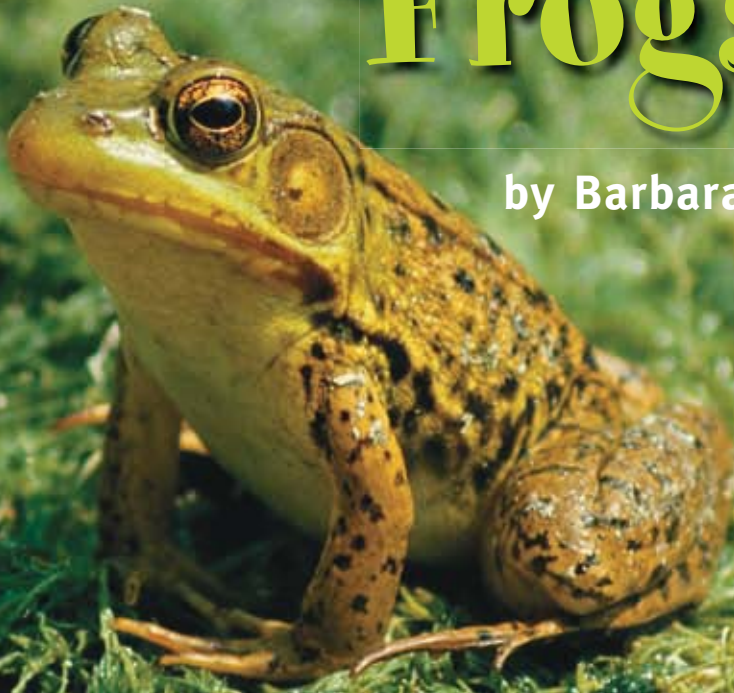
Do some pet frogs swim?

Yes, this frog can swim.



Frogs, Frogs, Frogs!

by Barbara Donovan



What Is a Frog?

This is a frog.

A frog has 4 legs.

It has wet skin.



This frog is red.
It has spots.



What is red on this frog?



This frog is flat.
It is a water frog.



What Can Frogs Do?

Frogs can do a lot.

Frogs can hop.

Frogs can swim.
Plop! Plop!
A frog can hop in water.



Some frogs dig in mud.

Mud is wet.

The frog can slip in.





A frog can sniff.
It can smell a snack.
This frog can eat a bug.

Some frogs sit in grass.
Can you spot a frog?



Comprehension Check

Retell

Summarize the selection.
Use the pictures.

Think About It

1. What is the main idea of the selection?
2. What details did you read about how frogs eat?



Write About It

Where would you go to see a real frog? Write about the place and what it is like.



Working with Words

Phonics

Read the words.

bake

cave

crane

fan

flag

game

Jane

made

make

take

tape

wave

Words to Know

Read the words.

with

and

he

see

Time to Read

Read the story.

Bake a Cake!

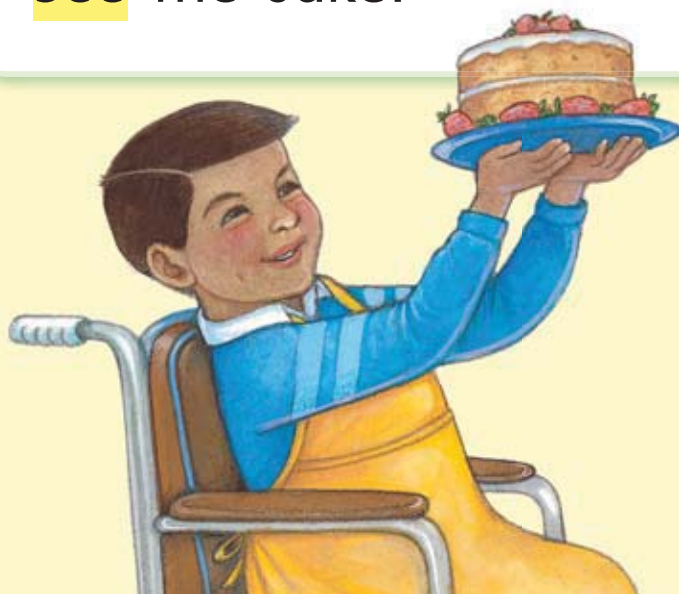
Dave can bake a cake
with Dad.

Dave can add nuts and eggs.

Dad can bake the cake.

He can cut it.

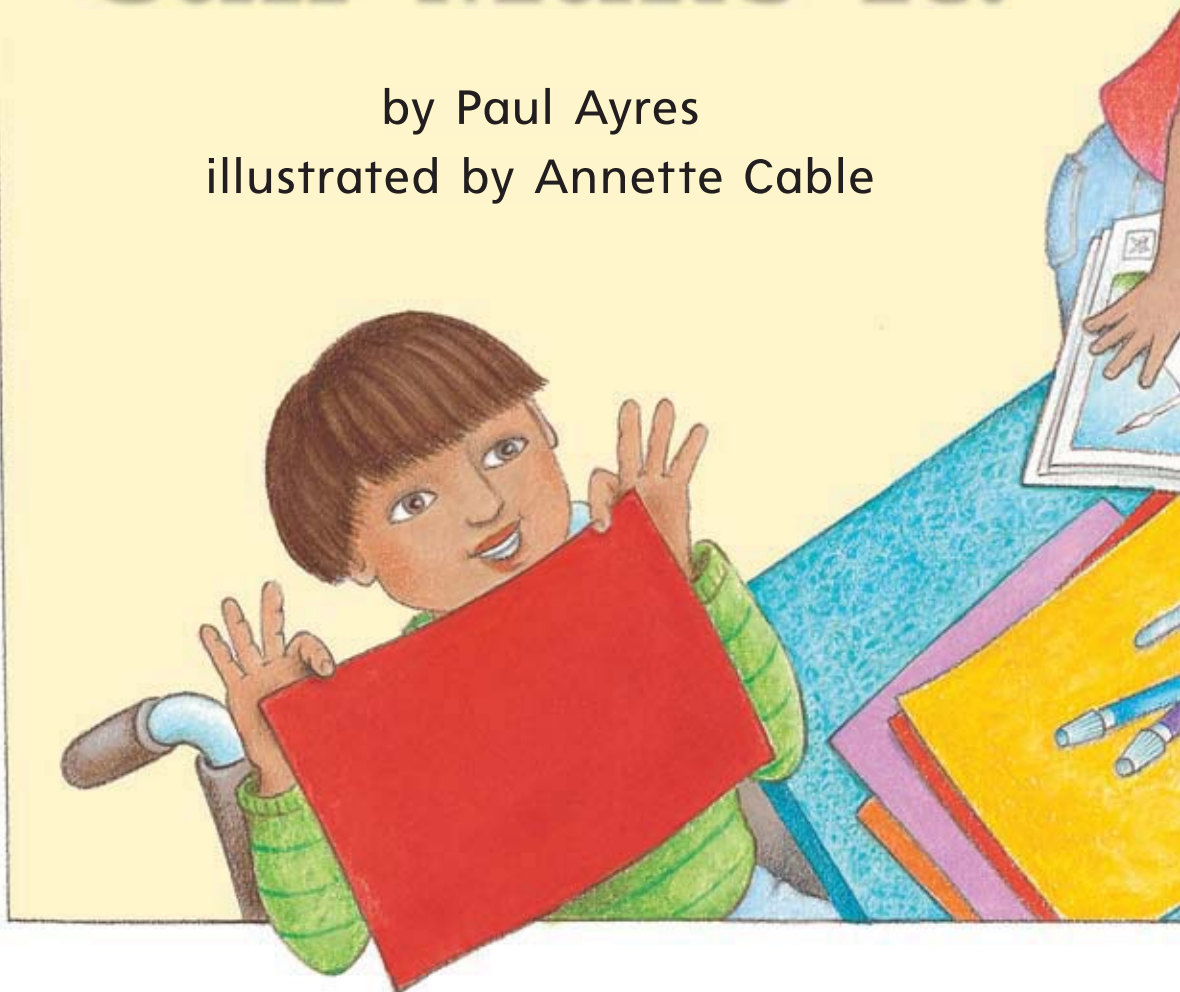
See the cake!



Kids Can Make It!

by Paul Ayres

illustrated by Annette Cable



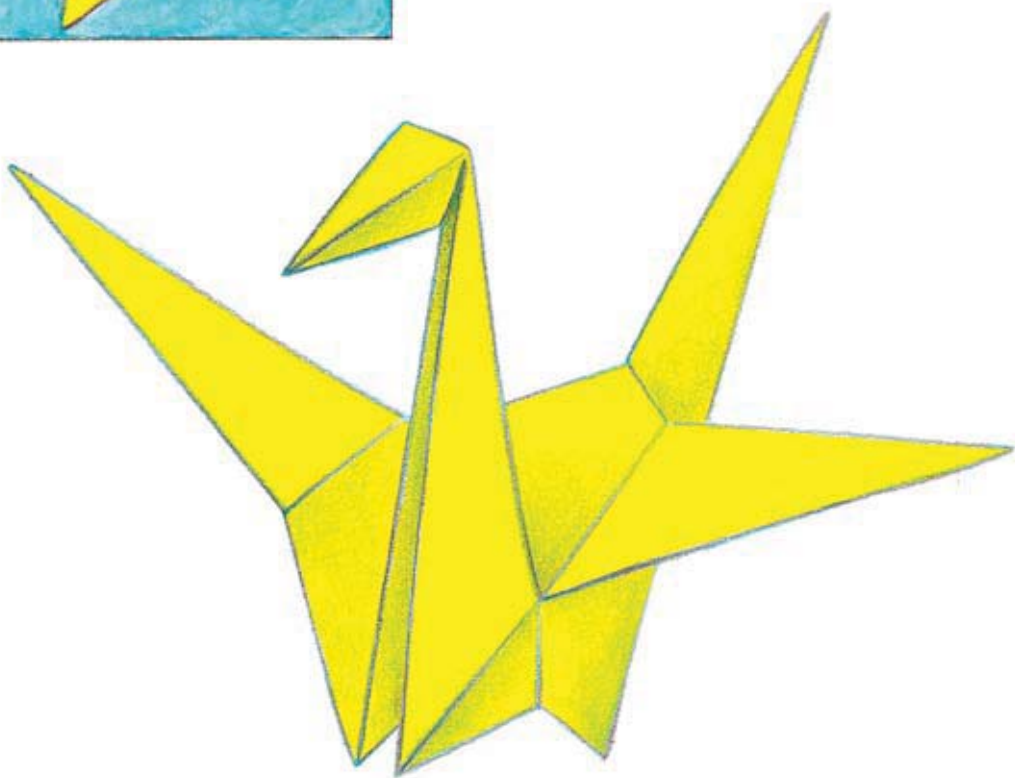
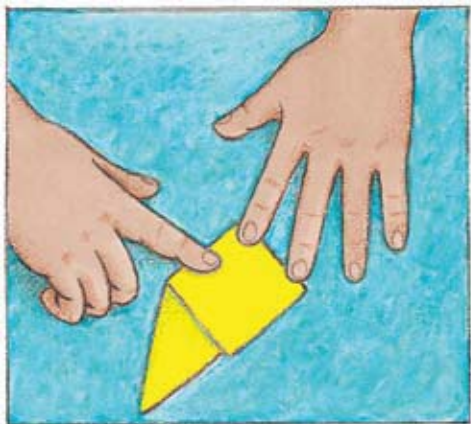
Kids can make a lot!



What can kids make
with paper?



Glen had red paper.
He made a red fan.



Jane did not cut.
Jane did not tape.
Jane made a crane.



What did Rob and Kim make?
Rob and Kim made a game.
Who will win?



What can kids make
with cloth?
Kids can make a lot!



Sal made a flag.
Sal will wave it.



Can you **see** Dave?
What did Dave make?
Dave made a cave!



Cam made a cape.
The kids had fun.
Kids can make a lot!

Comprehension Check

Retell

Summarize the selection.
Use the pictures.

Think About It

1. What is the selection about?
2. What are some things that kids can make out of cloth?



Write About It

Write about things you
have made.



Working with Words

Phonics

Read the words.

bike

dive

gave

hill

is

kite

like

pig

same

in

ride

big

Words to Know

Read the words.

yellow

to

down

of

Time to Read

Read the story.

I Am Yellow

I am yellow.

I like to get wet.

I can dive down.

I eat a lot of bugs.

What am I?



Pig on His Bike

by Ellen Torres

illustrated by Richard Bernal



Pig sat in his pen.

He looked up.

"I see a pig on top
of the hill!" said Pig.



"It is pink like a pig," said Pig.

"It is big like a pig.

I will ride up **to** it."

Pig got on his red bike.

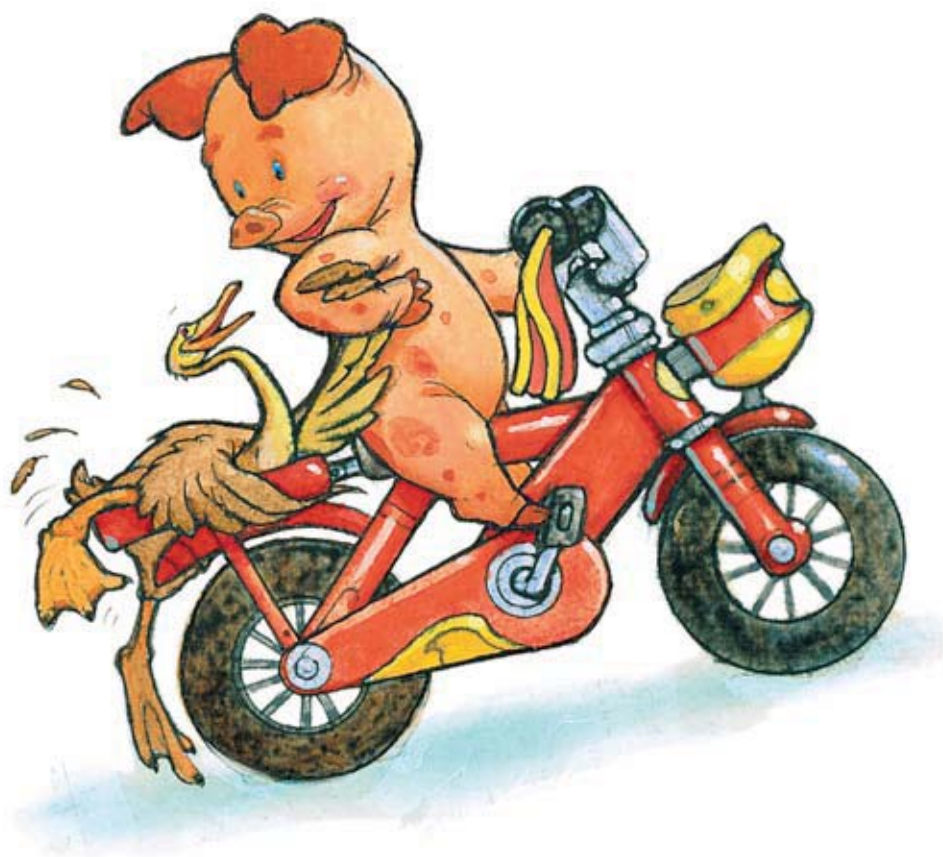


Pig met his pal, Duck.

"Look up," said Pig.



"I see a duck!" said Duck.
"It is yellow like I am.
It can dive down like I do."



"Can I ride up to it?"

"Hop on!" said Pig.



Pig and Duck met Frog.

"Look up," said Pig.



"I see a frog!" said Frog.
"It can hop up like a frog.
It has dots like a frog."



"Can I ride up to it?"
said Frog.

"Hop on!" said Pig.



"It is not a pig," said Pig.
"It is not a duck.
It is not a frog.
It is a big kite!"

Comprehension Check

Retell

Retell the story.

Use the pictures.

Think About It

1. What did you predict was on top of the hill in the story?
2. Why did each animal see something different?



Write About It

What kind of kite would you like to have?



Working with Words

Phonics

Read the words.

home

broke

stone

Rose

pop

line

woke

not

white

hole

got

hope

Words to Know

Read the words.

my

away

four

good

Time to Read

Read the story.

Take a Hat Home!

"Look at this spot on my hat!" said Cat. "I hope it will fade away!"

"Do you like my four hats?" said Duck. "You can take this hat home."

"You make such a good pal!" said Cat.



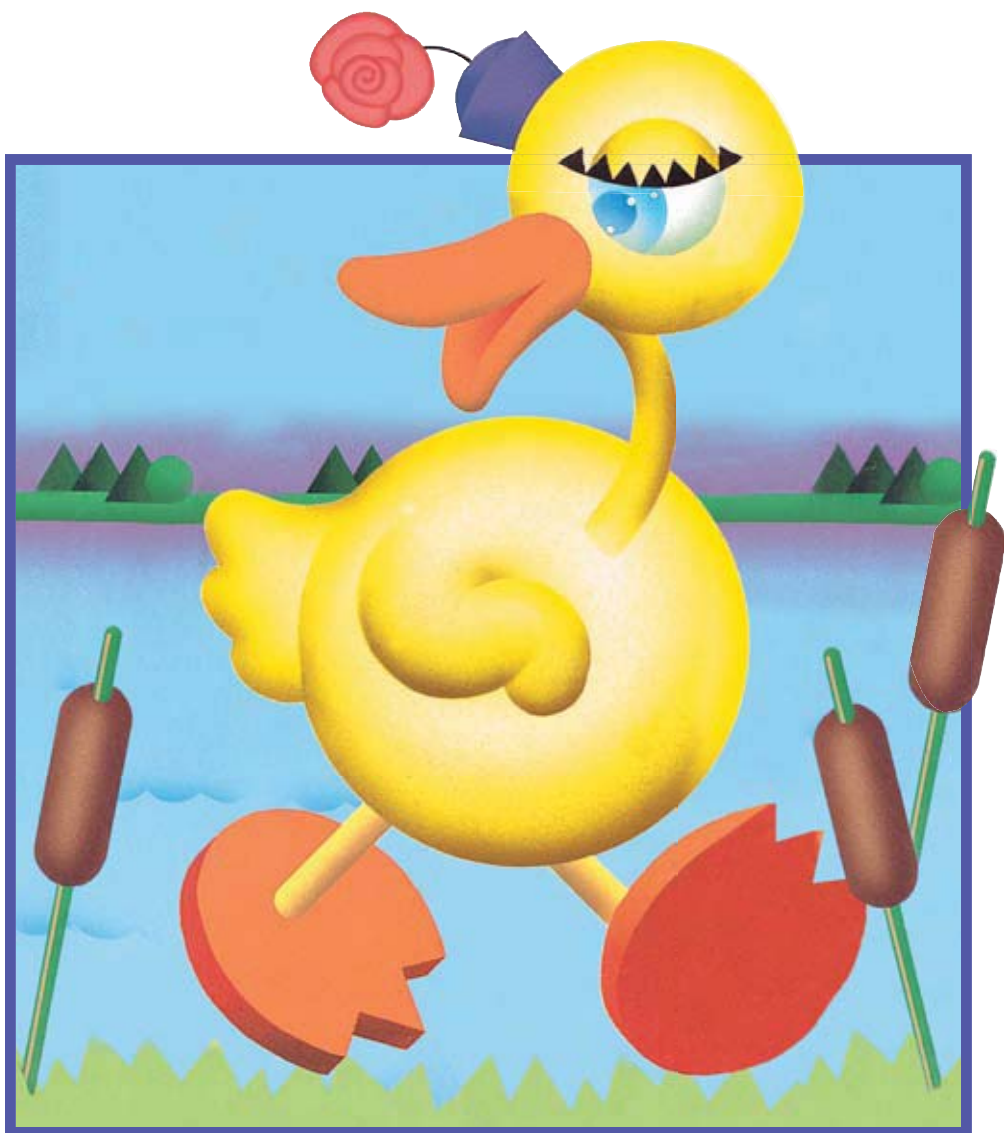
Rose the Duck

by Beth Dinkin
illustrated by Jose Cruz



Rose Duck made a big nest.
Rose Duck had **four** eggs.

Next, Rose Duck went to swim
in a pond.





At the pond, Rose came to a big egg. It sat next to a stone.

"I bet this is **my** egg," quacked Rose. "I will take it home."

Pop! Pop! Pop! Pop! The eggs broke. Four yellow ducks popped up. A big white duck popped up.

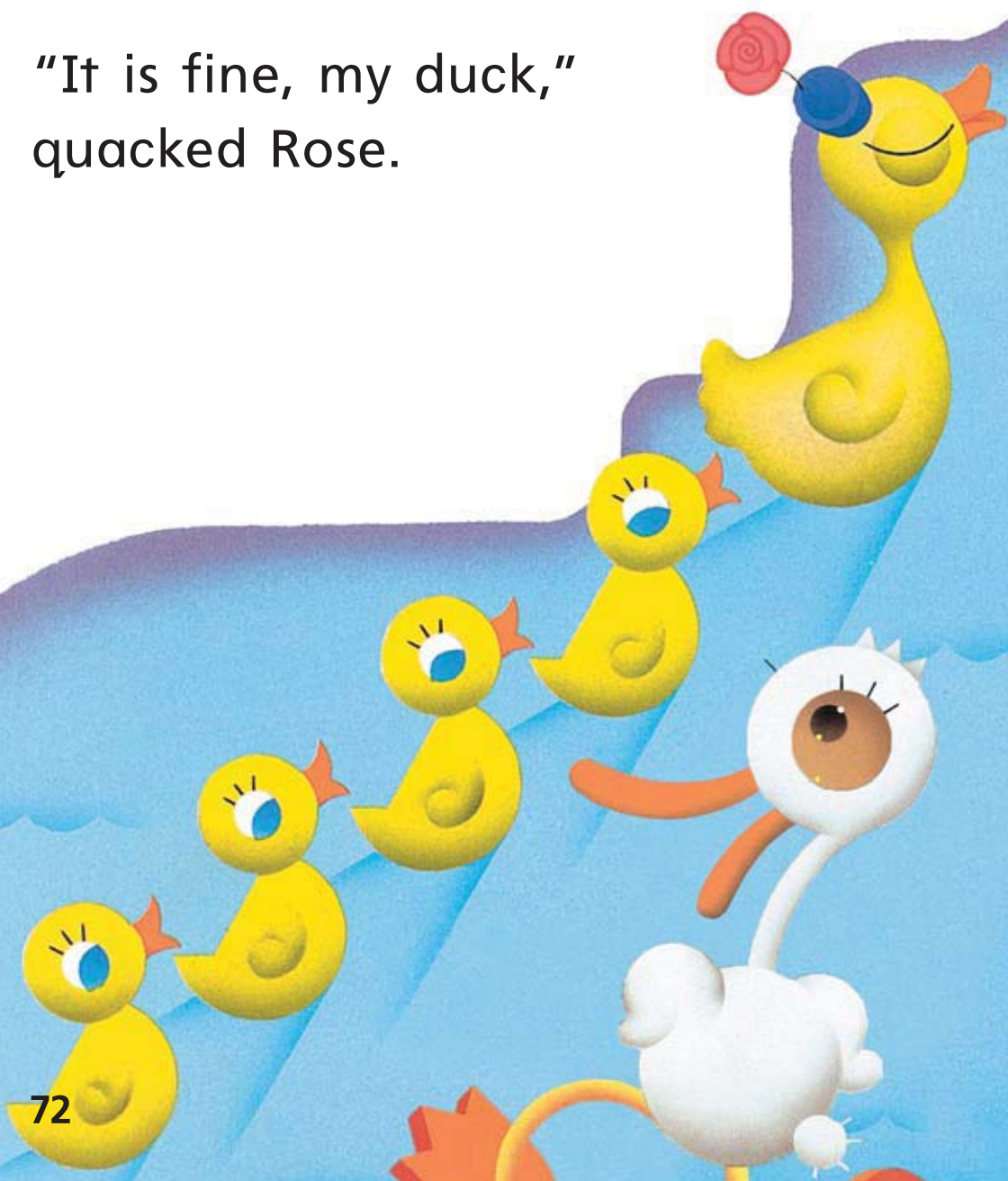
"I see five ducks," quacked Rose.



"Let us swim in a line,"
quacked Rose.

"I can not swim in a line,"
said White Duck.

"It is fine, my duck,"
quacked Rose.



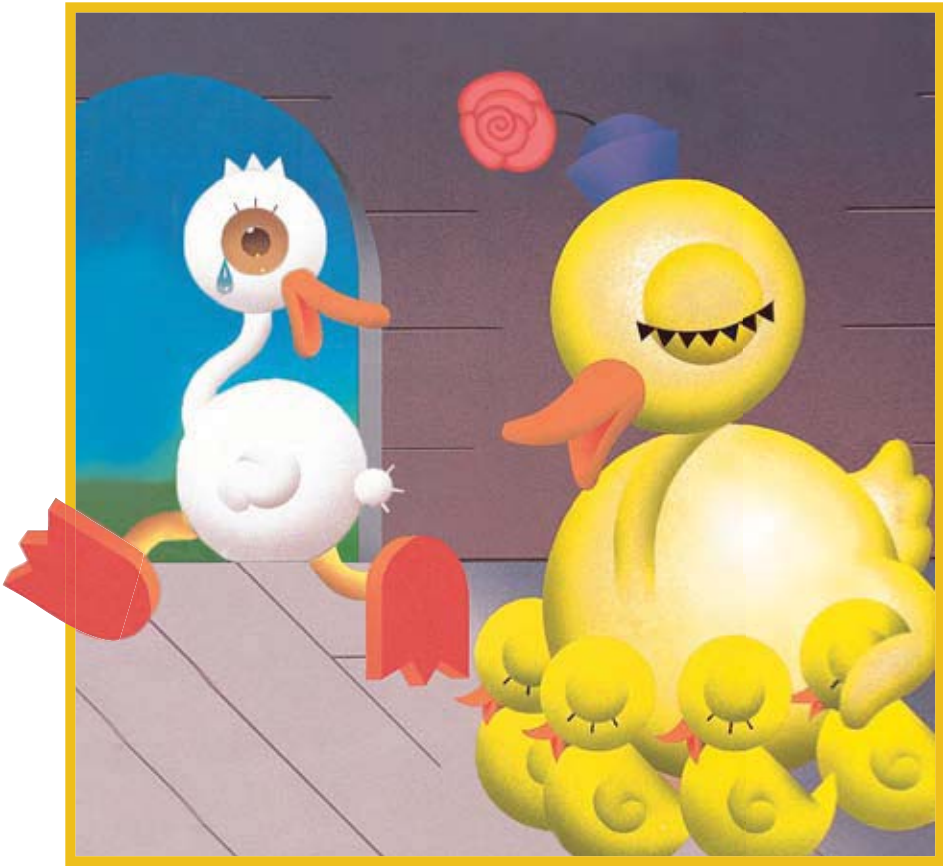


"Quack, quack!" went the ducks.

"Honk, honk!" went White Duck.

"I can not quack!" he said.

"It is fine, my duck," quacked Rose.

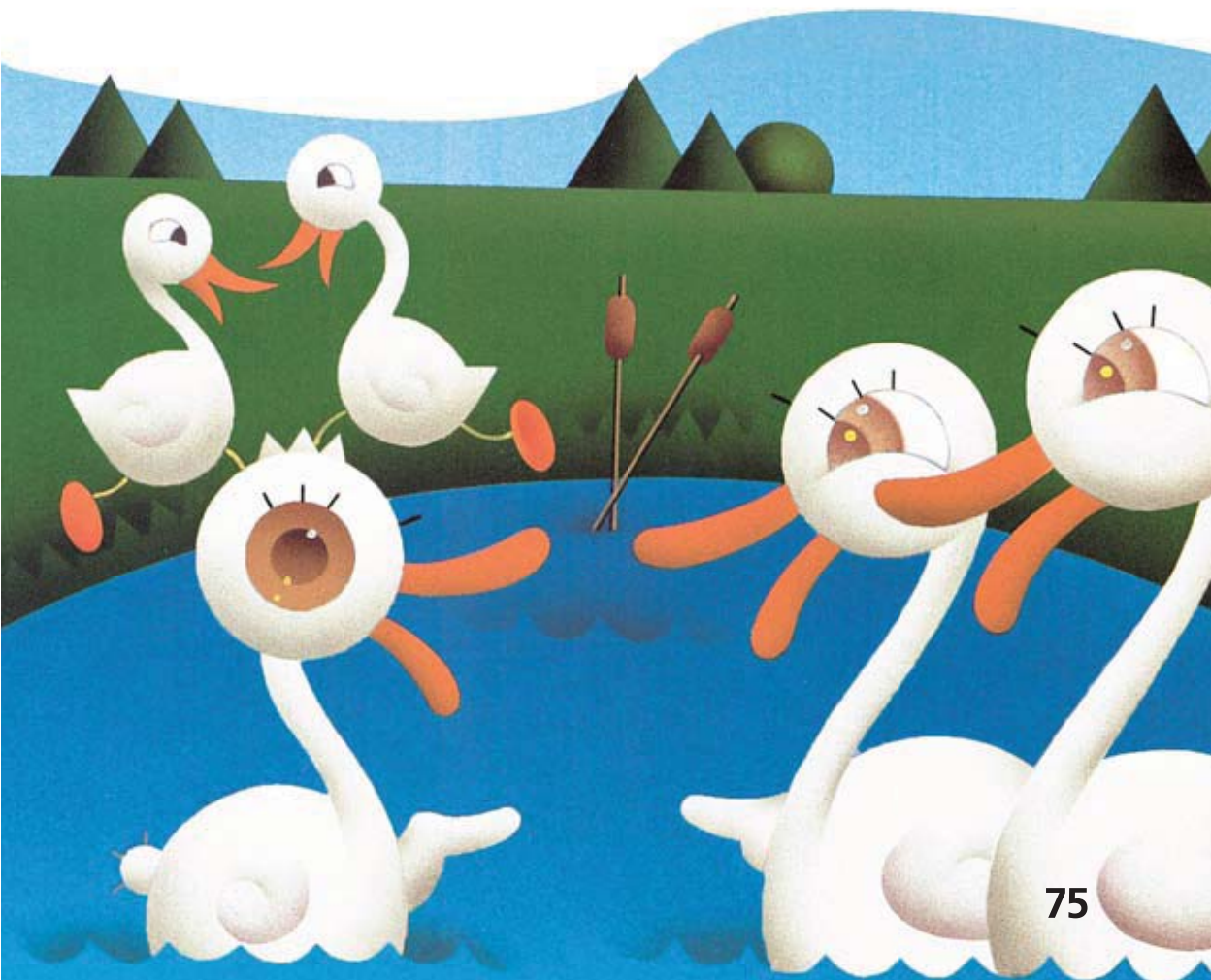


The yellow ducks slept.
But White Duck woke up.
White Duck felt sad.
He went away.

White Duck went to the pond.

"Look! White ducks just like I am!" he yelled.

"Honk! He is not a duck!" said a big goose. "He is a white goose, just like us!"



White Duck ran home.

"I am not a white duck! I am a white goose!" he yelled.

"Good!" Rose Duck quacked.
"I like you just the same!"



Comprehension Check

Retell

Retell the story.

Use the pictures.

Think About It

1. Why can't White Duck quack?
2. How is White Duck different from the other ducks?



Write About It

Write a letter. Tell White Duck why it is okay to be different.



Working with Words

Phonics

Read the words.

drum

fun

flute

home

hum

jug

Luke

poke

tub

tube

tune

use

Words to Know

Read the words.

have

show

play

we

Time to Read

Read the story.

A Fun Time

Let us have a show.

Nan can play a flute.

I can sing a tune.

We will have fun!

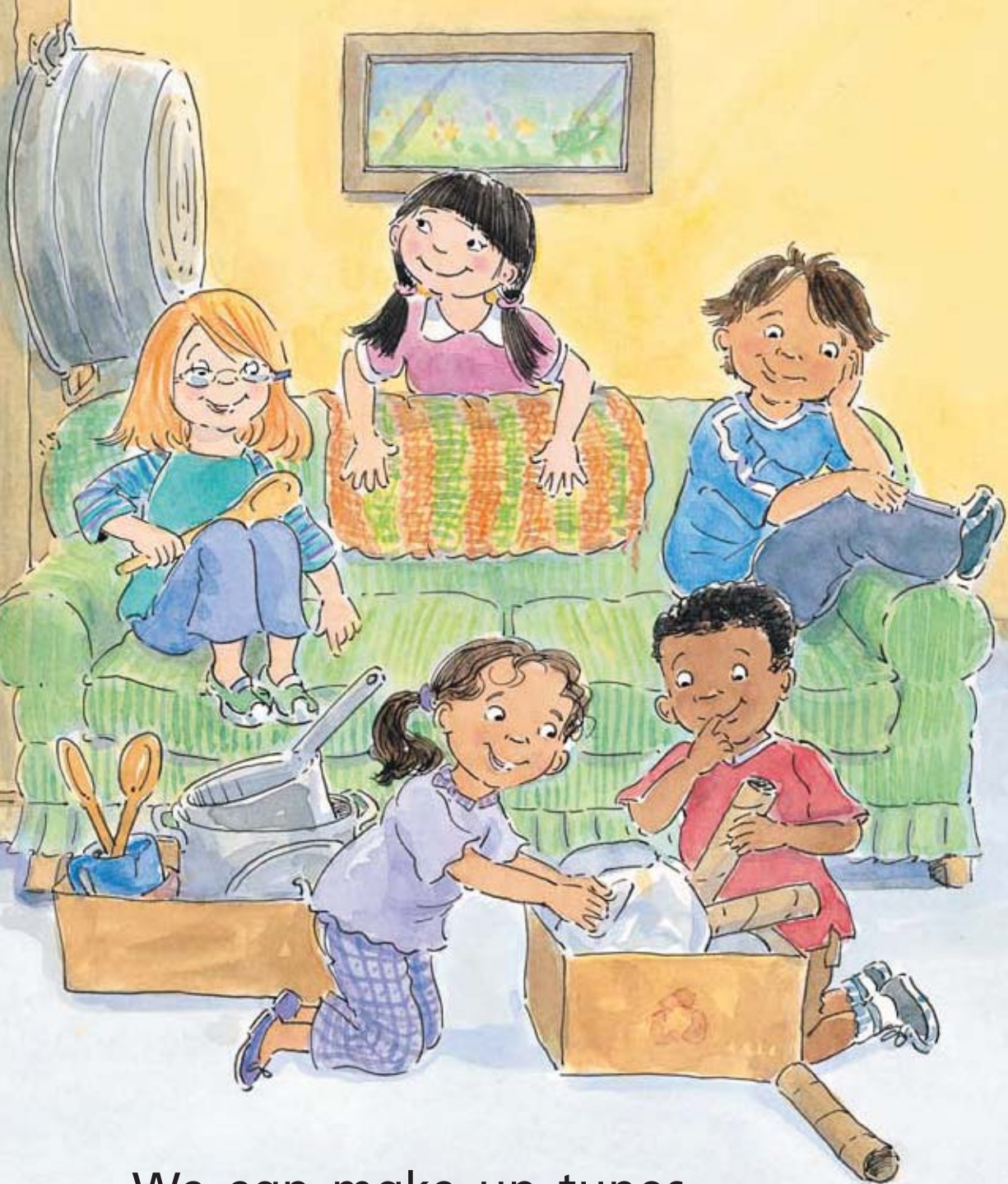


A Home Made Band

by Ellen Geist
illustrated by Cary Pillo



We will make a band.
We will **have** a **show**.



We can make up tunes.
But what can we **play** on?
Let us see what we can use.



Jan can use a big pot.
Jan can tap on it.
Rap-a-tap-tap!



Luke can make a flute.
He will use a tube.
He will poke holes in it.
Hum-hum-hum!



Fran has a jug.
Fran can blow into it.
Zum-zum-zum!



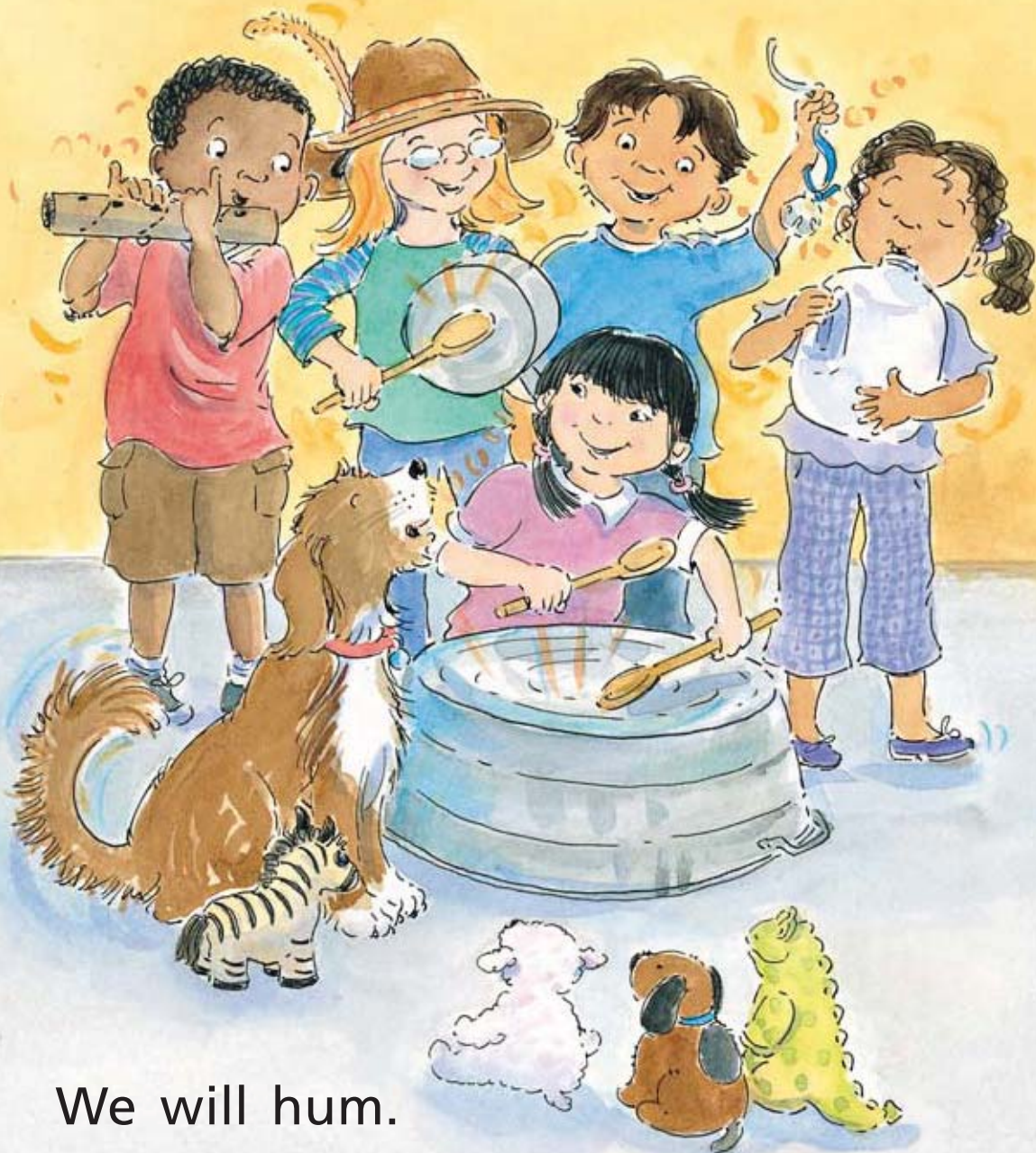
June will make a drum.
She can use a tub.
June will hit it.
Tick-a-tack-tack!



Sam has a bell.
He can play a tune on it.
He will make it ring.
Ting-a-ling! Ting-a-ling!



Look at Duke!
He can sing with us.
Ruff-ruff-ruff!
He can tap.
Tick-a-tack!



We will hum.
We will sing.
We will play.
This jug band is fun!
Dub-a-dub-dub!

Comprehension Check

Retell

Retell the story.
Use the pictures.

Think About It

1. What causes the kids to make a band?
2. Reread page 87. How does Duke help the band?



Write About It

How would you make a drum? What would you use?



Working with Words

Phonics

Read the words.

way

train

sail

day

may

say

wait

tail

cute

fume

rain

play

Words to Know

Read the words.

where

live

under

warm

Time to Read

Read the story.

Sail Away

I like to sail on ships.

I see a lot of them.

Ships sail where I live.

I like to stay under the deck.

It is warm.

It is the best way to take
a trip!



Trains, Trains, Trains!

by Linda B. Ross



Cling, clang! Cling, clang!
Wait! A bell is clanging.
That tells us that a train is
on its way!



Do you like to ride on trains?
Trains ride fast on tracks.
But a train is not as fast as
a plane.



Where do trains stop?

A train may stop where you live.

You can get on at a stop.

You can get off at a stop.

Let us hop on this train!



What can you do on a train?
You can eat on a train.
You can chat with a pal.
You may take a nap on a train!



Trains can take you to a place
that is not close.

Some of us like to drive.

But you can take a train to
save time.



Some trains run **under** ground.
This train can make a lot of
stops.
But this train is quick!



This train makes big trips.
It has beds. It is warm.
It can take days to get to the
last stop!



Boxes and crates ride on
trains like this train.
What do you think is in the
boxes and crates?



Will you take a trip on a
train?
A train is a fun way to ride!

Comprehension Check

Retell

Summarize the selection.
Use the pictures.

Think About It

1. What is the main idea of this selection?
2. Why do some trains have beds?



Write About It

Write about taking a
pretend trip on a train.



Working with Words

Phonics

Read the words.

be

way

feel

dream

sail

me

meet

pea

queen

needs

sleep

sweet

Words to Know

Read the words.

girls

was

know

were

Time to Read

Read the story.

A Good Show

The girls and I had a show.

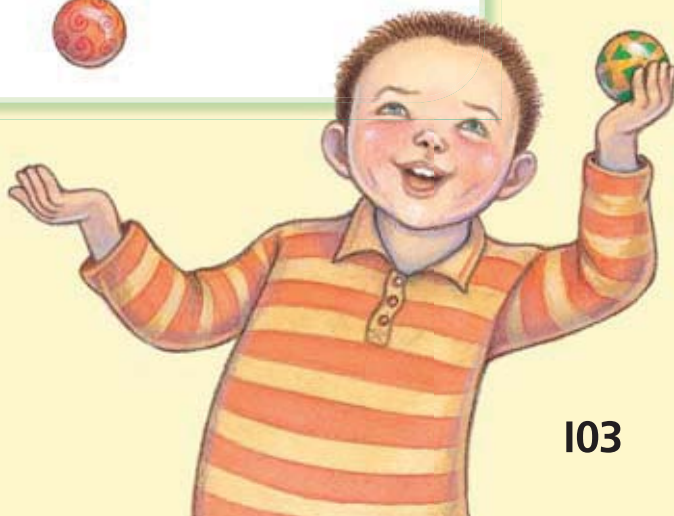
I did real tricks.

It was fun!

I know I did my best.

We were good!

Mom and Dad came to see it.



Queen Bea and the Pea

by Eileen Sherry
illustrated by Randall Enos



Who Will Be Queen?

Queen Bea needed some rest.

Queen Bea said, "It is time to
pick the next queen."

Queen Bea said, "A queen needs to **know** if things are not right. I will make up a test. It will help me pick the next queen."



The best **girls** in the land came.
The girls **were** dressed in fine
dresses.

"Pick me, pick me!" the girls
said.





Queen Bea came to a girl
named Jean. Jean did not have
a fine dress. She did not say,
"Pick me, pick me."

"Jean seems sweet," said
Queen Bea.



Queen Bea's Plan

It **was** bed time. Queen Bea had a plan.

"I will place a pea under the beds," said Queen Bea. "The girl who can feel a pea will know if things are not right."

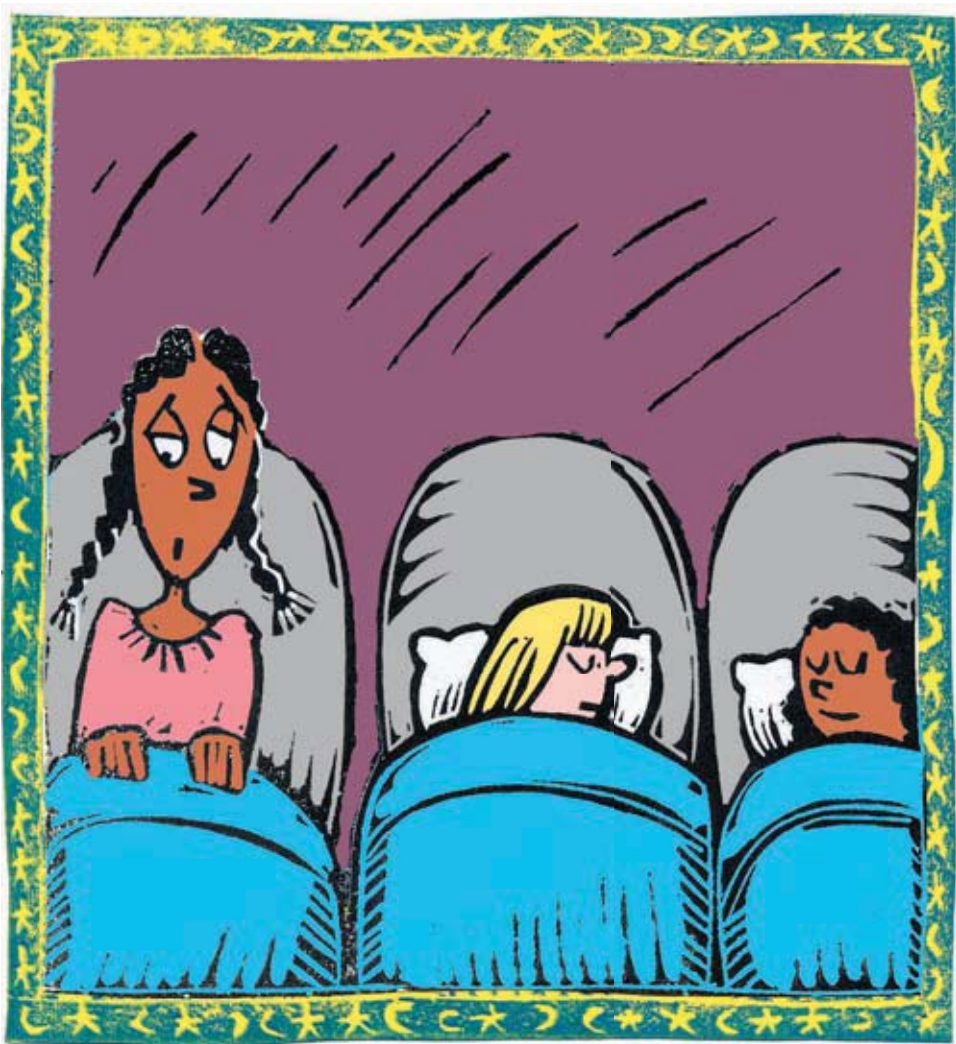
The girls got in bed.

Queen Bea said, "It is late.
Sweet dreams. Sleep well."



The girls slept well. But Jean did not sleep well.

"The bed is not right," said Jean.





The next day, Queen Bea asked, "Did you sleep well?"

"Yes, we slept well," said the girls.

Jean said, "I did not sleep a wink, Queen Bea."



Queen Bea gave Jean a big hug.

Queen Bea said, "My sweet Jean! You felt a pea! You will be the next queen!"

Comprehension Check

Retell

Retell the story.
Use the pictures.

Think About It

1. Why does Queen Bea want to find the next queen?
2. Why does Queen Bea make up a test to help her pick the next queen?



Write About It

What do you think a good queen should be like?



Working with Words

Phonics

Read the words.

by

bright

eat

finds

fly

high

light

night

sleep

sight

sees

sky

Words to Know

Read the words.

how

does

little

many

Time to Read

Read the story.

A Little Bat

Bats fly at night.

How does a little bat
help us?

It eats bugs.

Bugs eat plants.

Some bugs bite us.

Bats eat many bugs.



Night Animals

by Jenny Halket



Who is up at night?
A bat is up at night.
A bat can fly.
A bat can fly high in the sky.



Many bats live in caves.

How does a bat sleep?

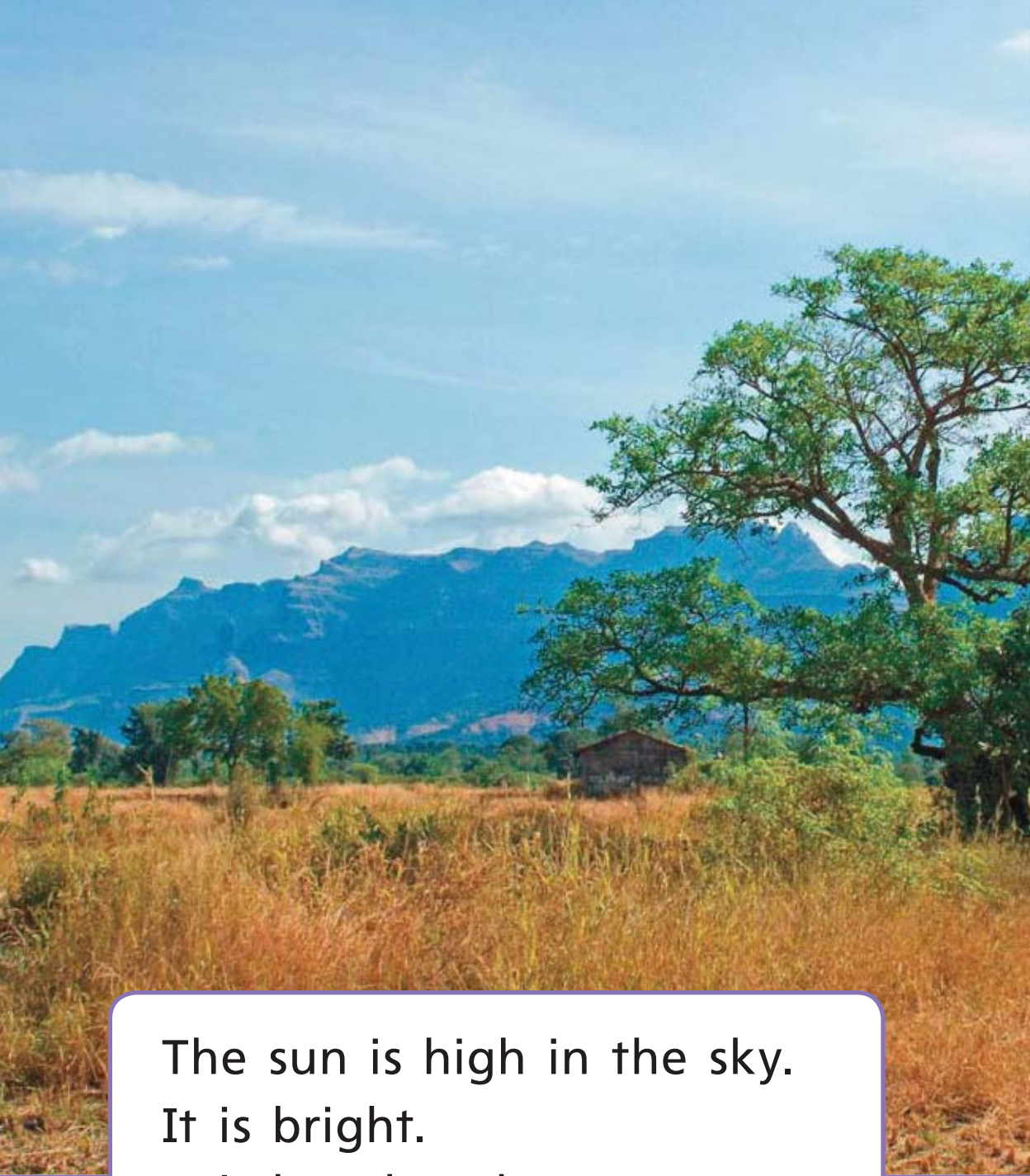
A bat sleeps by hanging upside down.



A bat sleeps in the daytime.
At night, a bat wakes up.
It is time to eat.
A bat can see well at night.



A **little** bat can fly and fly.
This bat hunts bugs.
A bat can find many bugs in
just a night.
A bat helps us by eating bugs.



The sun is high in the sky.
It is bright.
It is hot, hot, hot!
Not a tiger in sight.
Daytime is resting time.



At sunset, a tiger gets up.
It is not as hot at night.
It is time to hunt.



A tiger sees well at night.
It waits in the grass.



This tiger sees an animal to eat.
It runs and jumps to get it.



A tiger hunts at night.
A bat hunts at night.
At night, we rest.
But night animals do not!

Comprehension Check

Retell

Summarize the selection.
Use the pictures.

Think About It

1. How are a bat and a tiger alike? How are they different?
2. Why is a bat able to eat many bugs at night?



Write About It

Write about a wild animal or
an animal in a zoo.



Working with Words

Phonics

Read the words.

glow

go

grow

no

find

so

sky

toad

night

boat

slow

road

Words to Know

Read the words.

first

soon

after

from

Time to Read

Read the story.

Growing Up

I will grow up!

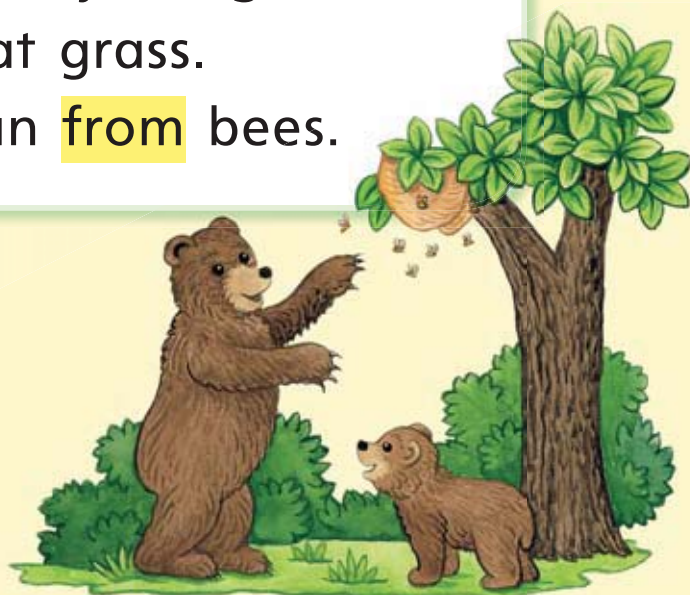
First, I am a little cub.

Soon, I will grow big.

After I am big, I will
do so many things.

I will eat grass.

I will run from bees.



What Grows?

by Leigh Nelson

Plants Grow

Living things grow. Plants grow from seeds. **First** seeds go in the land.





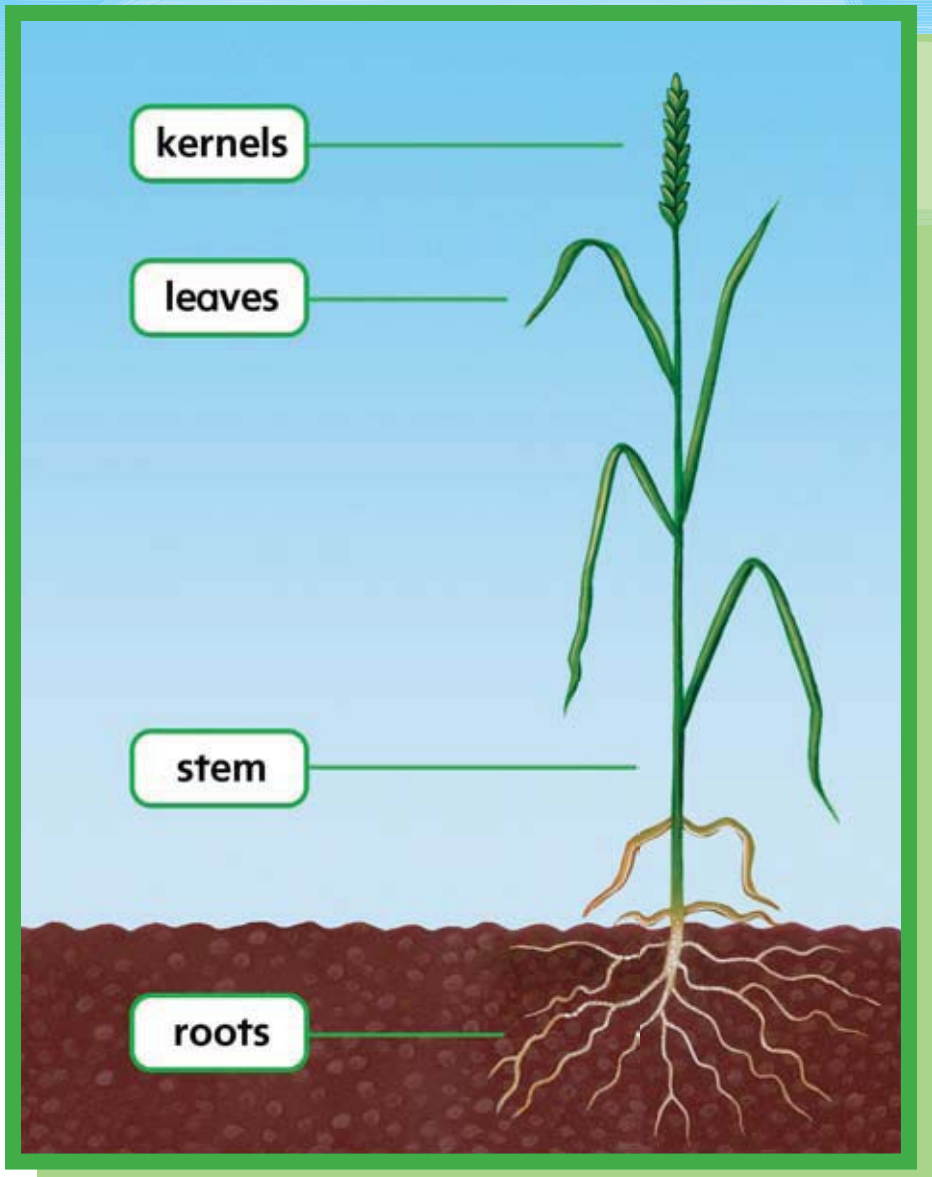
Water helps plants grow.
After many days, plants will
grow. Drop, rain, drop!



Plants like sun. Sun helps
plants grow. Sun helps plants
grow big. Glow, sun, glow!



It takes time. Then plants will
get big. Grow, plants, grow.
Go, plants, go!



Soon the plants will grow bigger. Grow, plants, grow!



Animals Grow

Some animals grow **from** eggs.
Toads lay eggs in the water.
The toad eggs look like dots.
Grow, eggs, grow!



First, eggs grow into tadpoles.
The tadpoles will grow into
toads. Swim, tadpoles, swim!



A tadpole has no legs. Then, back legs grow. After it has legs, it is a toad. Hop, toads, hop!



Living things grow. Grow, plants,
grow! Grow, toads, grow!

Comprehension Check

Retell

Summarize the selection.
Use the pictures.

Think About It

1. Visualize how the toads change. What can toads do after they grow legs?
2. How are plants and animals alike?



Write About It

Write about a plant or animal you know. Describe its parts.



Working with Words

Phonics

Read the words.

Duke

huge

Ruth

Luke

old

cue

mule

few

use

coat

cute

grow

Words to Know

Read the words.

want

work

our

could

Time to Read

Read the story.

What I Want

I want to work.

I like to use my hands.

I helped my dad fix our truck.

I am painting Duke's home.

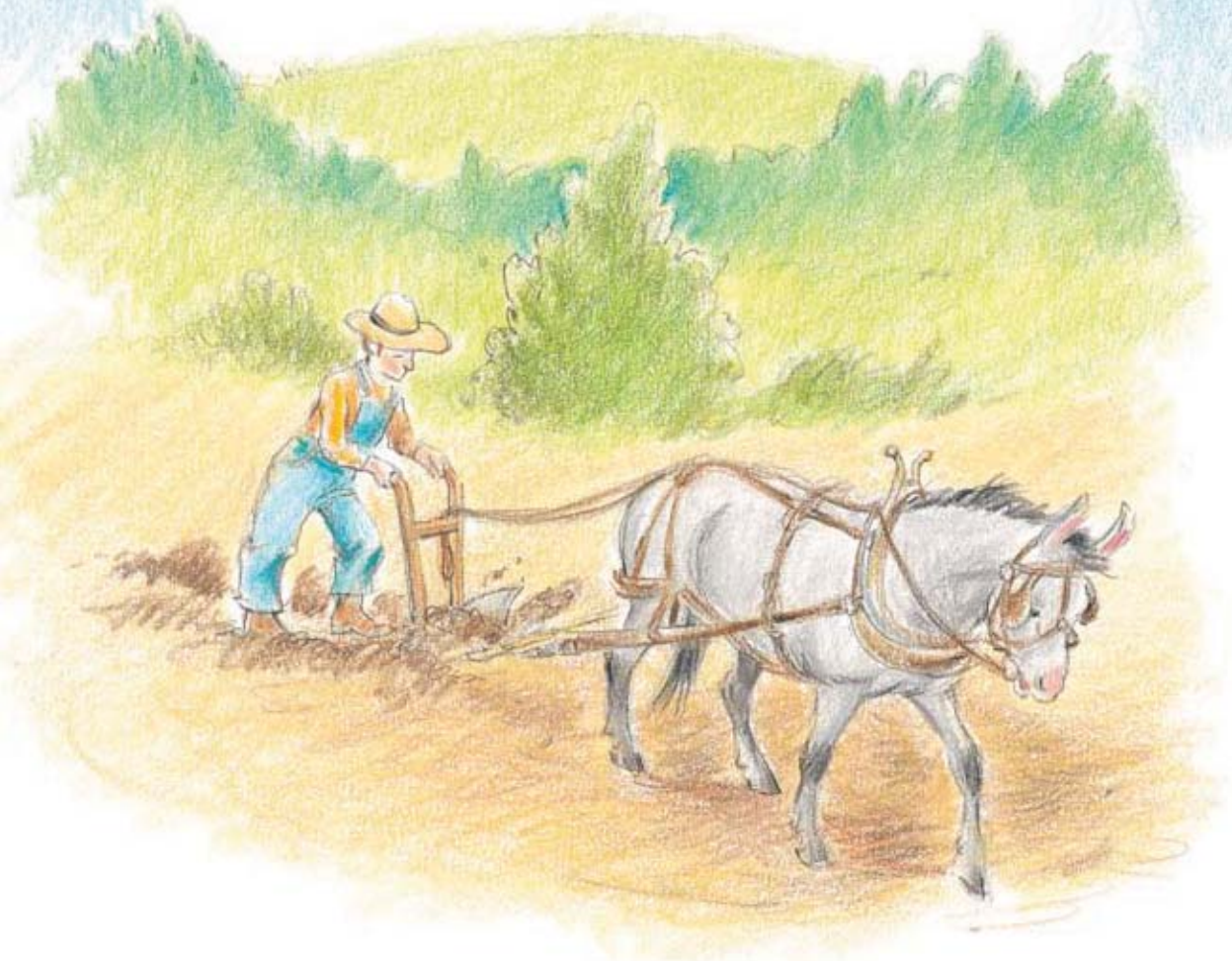
I could make a lot of things.



A Talking Mule

by Leigh Nelson

illustrated by Margot Apple



Luke and Ruth had an old mule.
The mule's name was Old Gus.

Old Gus worked six days a week.
On Sundays, Old Gus rested.
On Sundays, Luke and Ruth
did not ride on Old Gus.





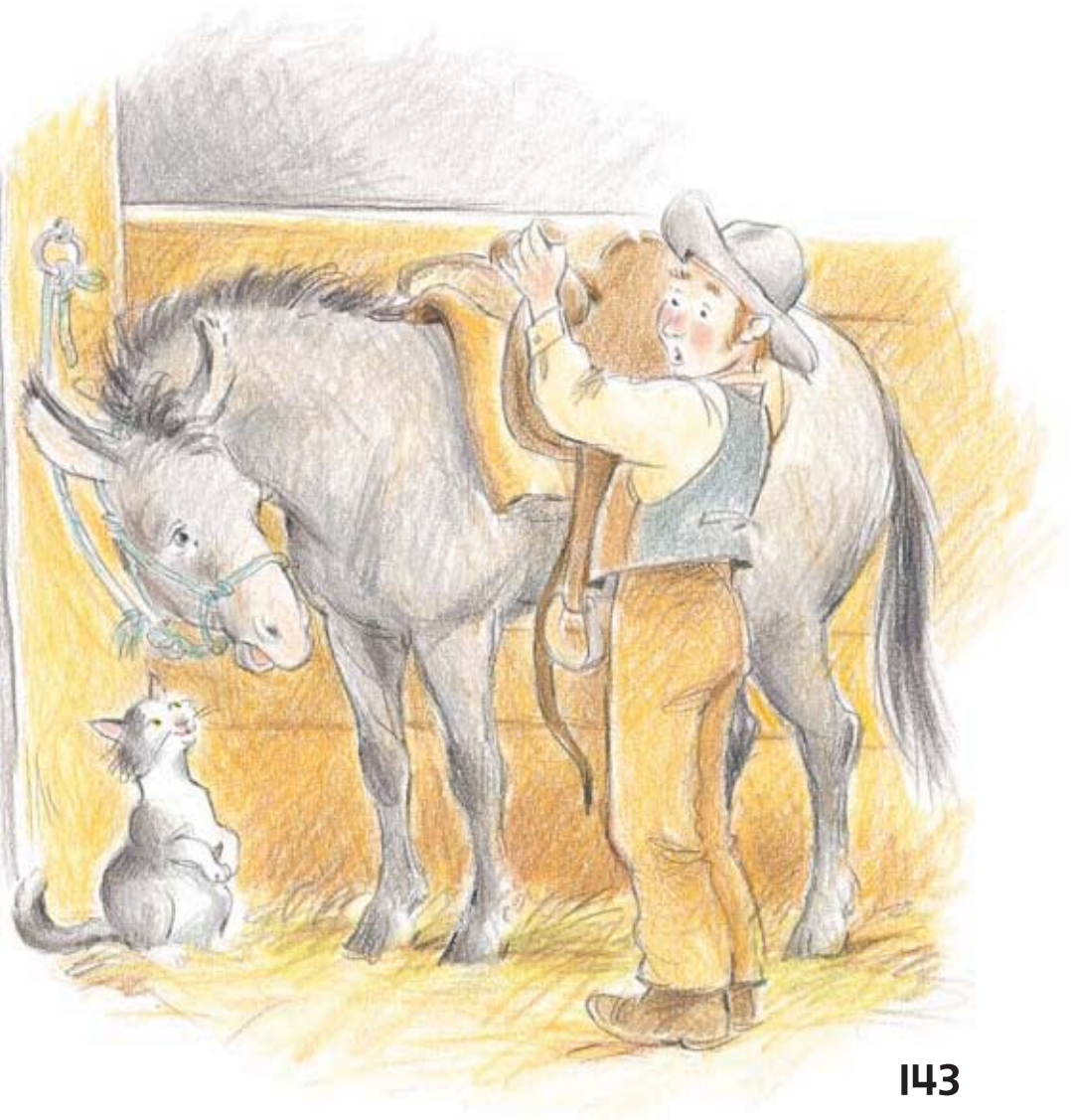
But on a Sunday, Luke and Ruth had to ride.

"We must use Old Gus,"
Luke said.

Luke went to get Old Gus.

Old Gus said, "I do not work on Sunday. I need my rest."

"I did not know mules could talk!" Luke yelled.





Luke ran to Ruth.

"Our mule can talk!" he yelled.
"Old Gus said he will not work
on a Sunday!"

"Our mule can talk? No, it can not be," said Ruth. "Luke, you must rest. I will get Old Gus."



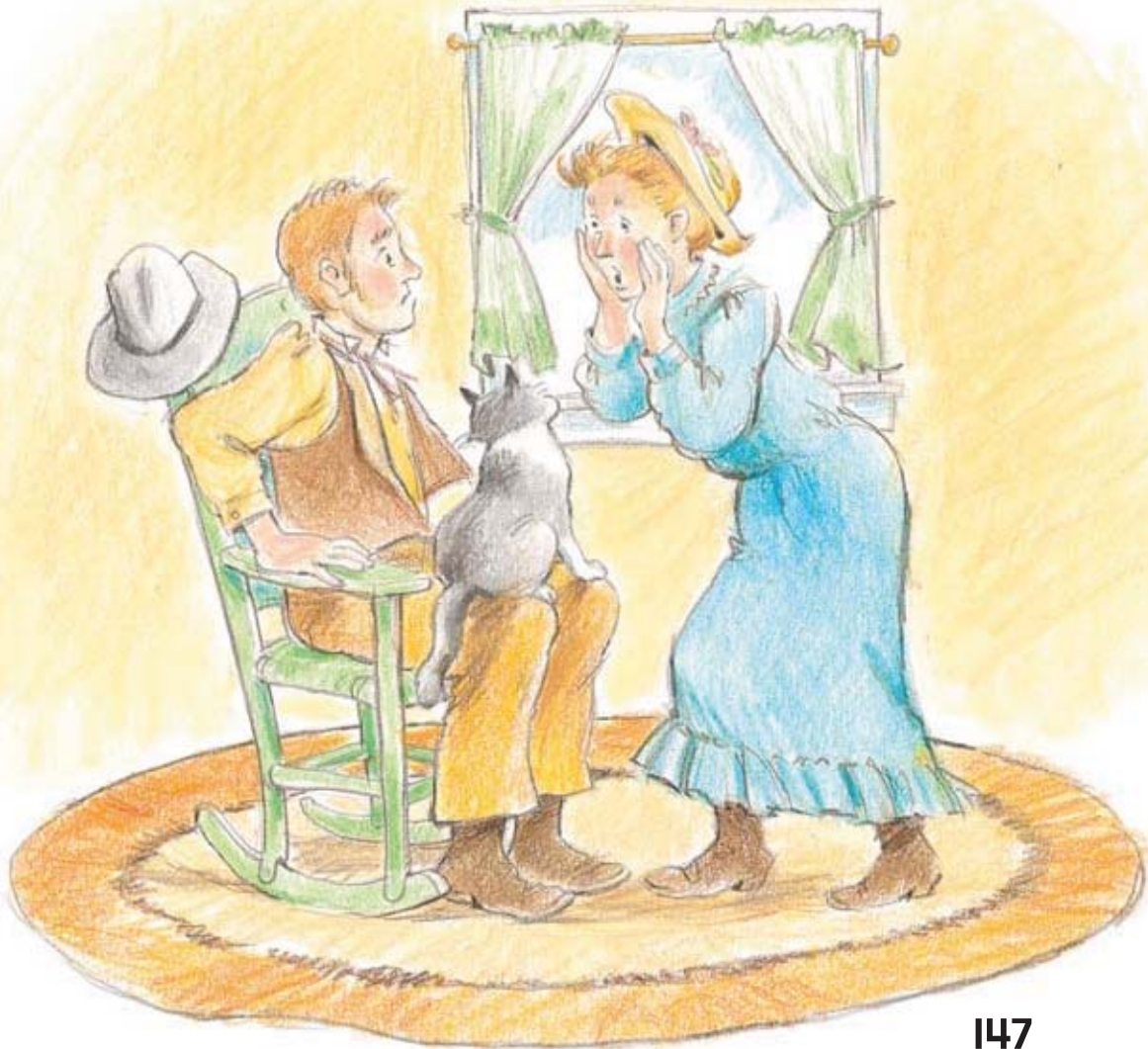


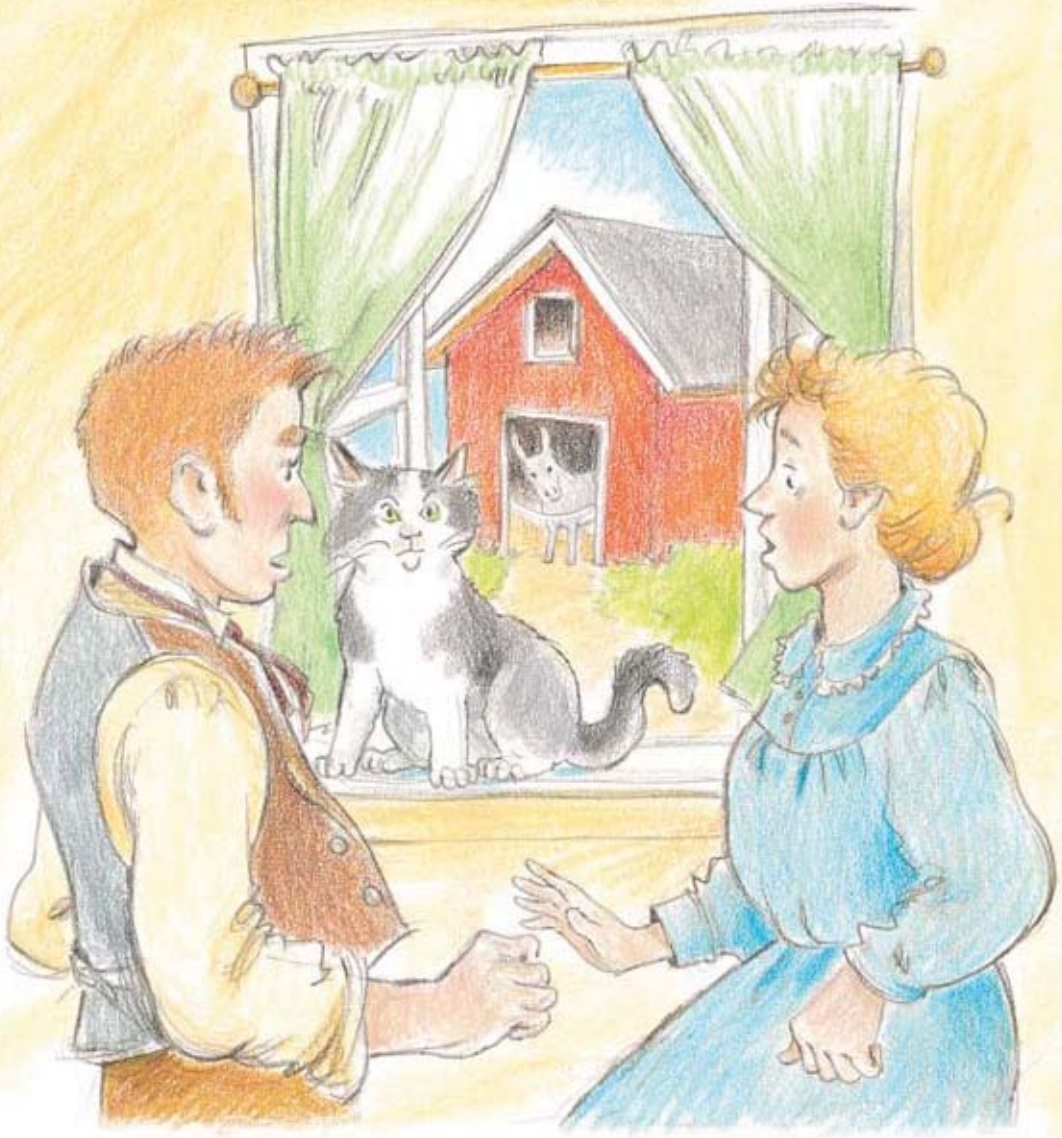
Old Gus looked at Ruth.

He said, "No, I do not work
on Sunday. I need my rest.
And I **want** my hay!"

Ruth ran to Luke.

"Yes! Old Gus can talk!" yelled Ruth. "He said he will not work on Sunday!"





The cat looked up at Luke and Ruth.

"Yes," said the cat. "And he wants his hay!"

Comprehension Check

Retell

Retell the story.
Use the pictures.

Think About It

1. What was the big surprise in the story?
2. Why did Old Gus decide to talk on that Sunday?



Write About It

What do you think a pet
would say if it could talk?



Working with Words

Phonics

Read the words.

car

dark

mark

few

smart

dart

Mars

park

star

glue

hard

rule

Words to Know

Read the words.

they

found

funny

are

Time to Read

Read the story.

Race to Mars!

They can hop in ships and race to Mars. Mars is far away. It looks like a red star.

When they have found Mars, they will park. I hope they find something funny there!

Where are they? I will wait to see what they find.



A Funny Trip to Mars

by Carolina Su
illustrated by Julia Gorton

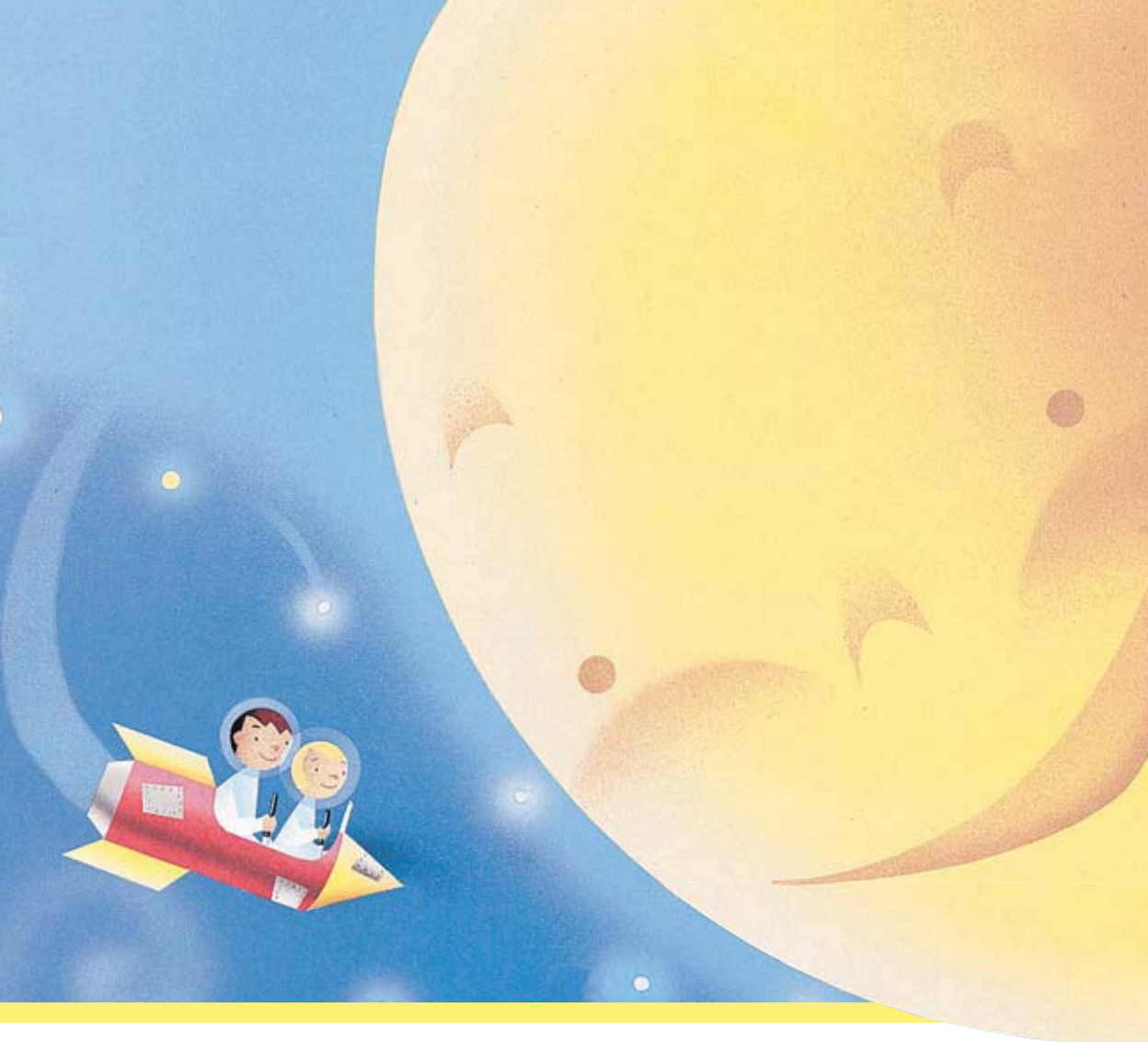


Liz and Clark found a flying car!

"We will take a trip!" said Liz.

"We can go far away," said Clark.

"We can go to Mars!"



Liz and Clark drove fast.

"Which way is Mars?" Liz asked.

"I think it is that way," said Clark.



Cars darted past. Drivers waved
at Liz and Clark.

"Flying elephants and frogs!
How **funny!**" said Clark.



The dark sky started filling up with cars, trucks, and buses. It was hard to drive.



A car with dogs darted past.
The dogs gave a big bark!

Liz said, "I think it is a race."

Clark said, "If it is, we **are** last!
We need to go faster!"



A bus zipped by.

"We can win!" said Liz.

Liz and Clark drove hard and fast. **They** passed many cars.



"I see Mars!" said Liz.

"We must land on it to win,"
said Clark.

"Look at that!" said Liz.



Liz and Clark could not park
on Mars.

"We can not end this race!"
said Clark.



"But we can *start* a race," said Liz. "We can go back home!"

On the mark, get set, GO! And so they raced home.

Comprehension Check

Retell

Retell the story.
Use the pictures.

Think About It

1. Why do Liz and Clark want to race home?
2. Why do you think the author wrote this story?



Write About It

Write about where you would go if you had a flying car.



Working with Words

Phonics

Read the words.

Bert

dirt

Fern

first

fur

girl

hurt

her

shirt

third

far

start

Words to Know

Read the words.

never

been

one

together

Time to Read

Read the story.

First Time at Bat

Bert had never been in a game. He was at bat. He got one strike. Then he had a hit! He ran to third base.

"Keep going!" His teammates yelled together.

Bert did. It was a home run!



Fern's Team

by Mark Majuk
illustrated by Kathryn Mitter



Fern was a girl who liked to play baseball.

One day, Fern went to the park. She had her mitt with her.



Fern went up to some boys playing baseball.

A boy named Curt said, "Hi! Will you play with us?"

"Yes!" said Fern.

The team did not know that Fern was a girl.

Curt asked Fern to play third base. Fern had a good arm. She threw far.

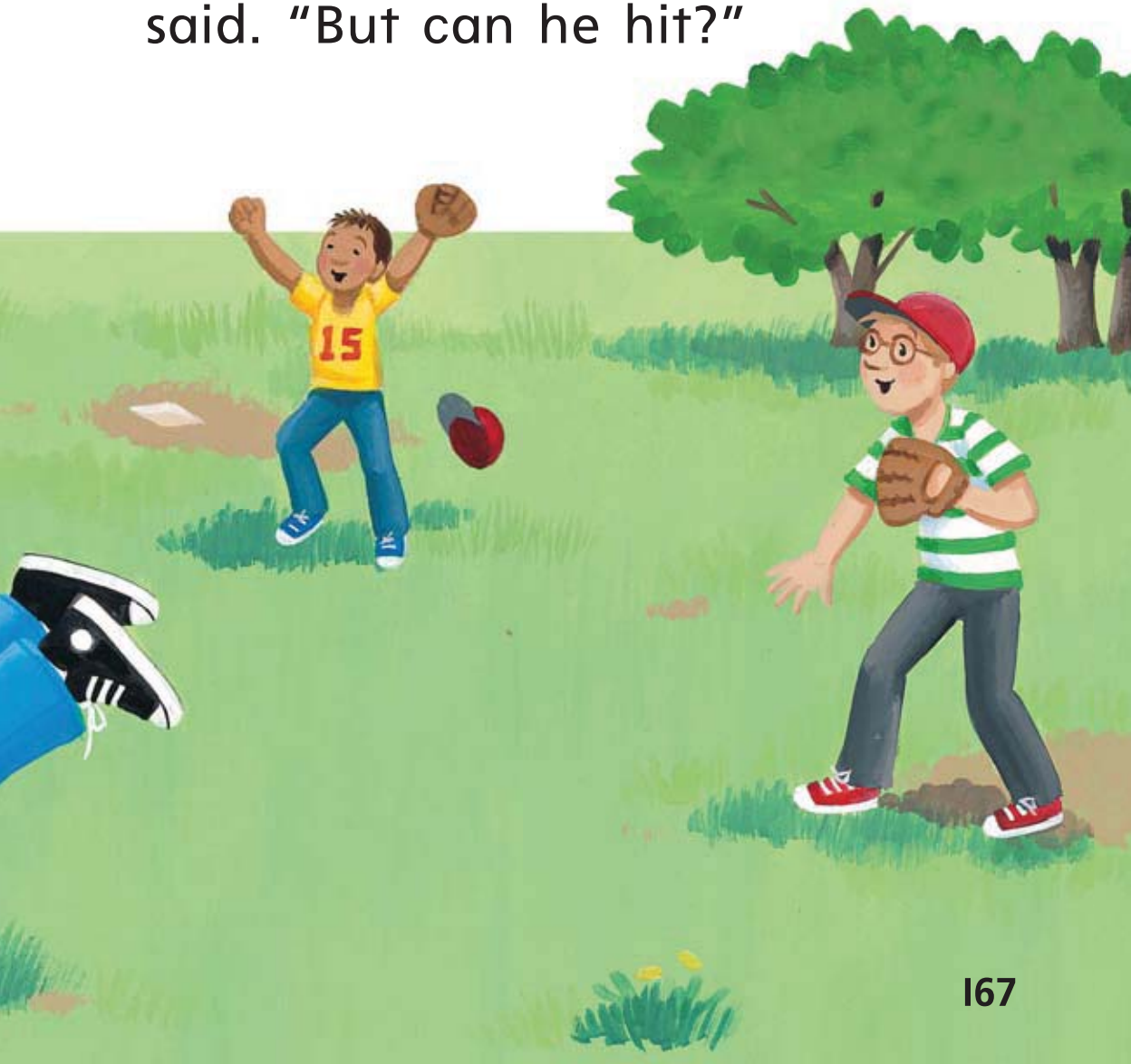
She played well. One time, she had to dive for the ball.

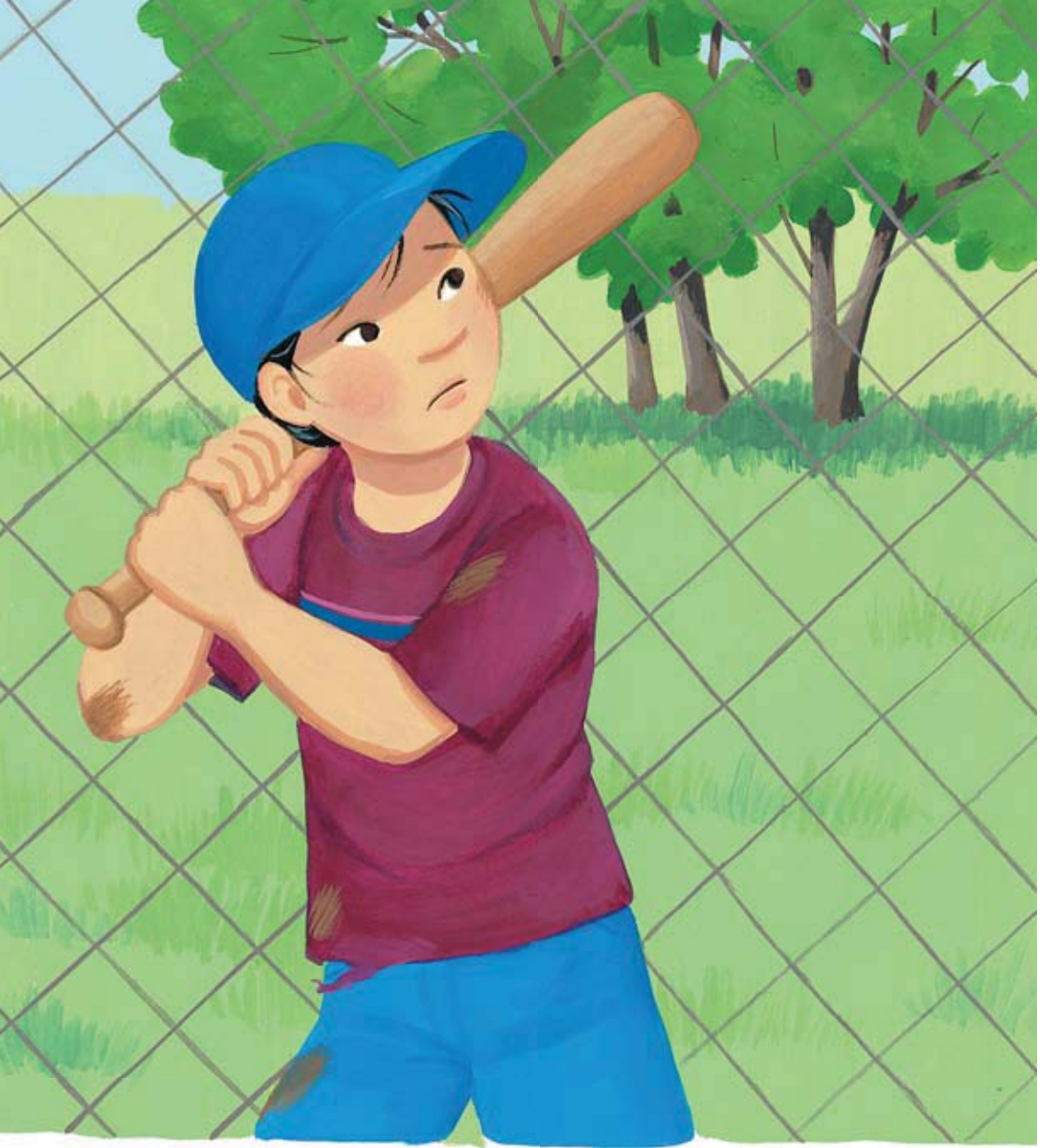


Fern got it! Her shirt was ripped. She had dirt on her.

The boys on her team spoke together.

“That kid can catch!” the team said. “But can he hit?”





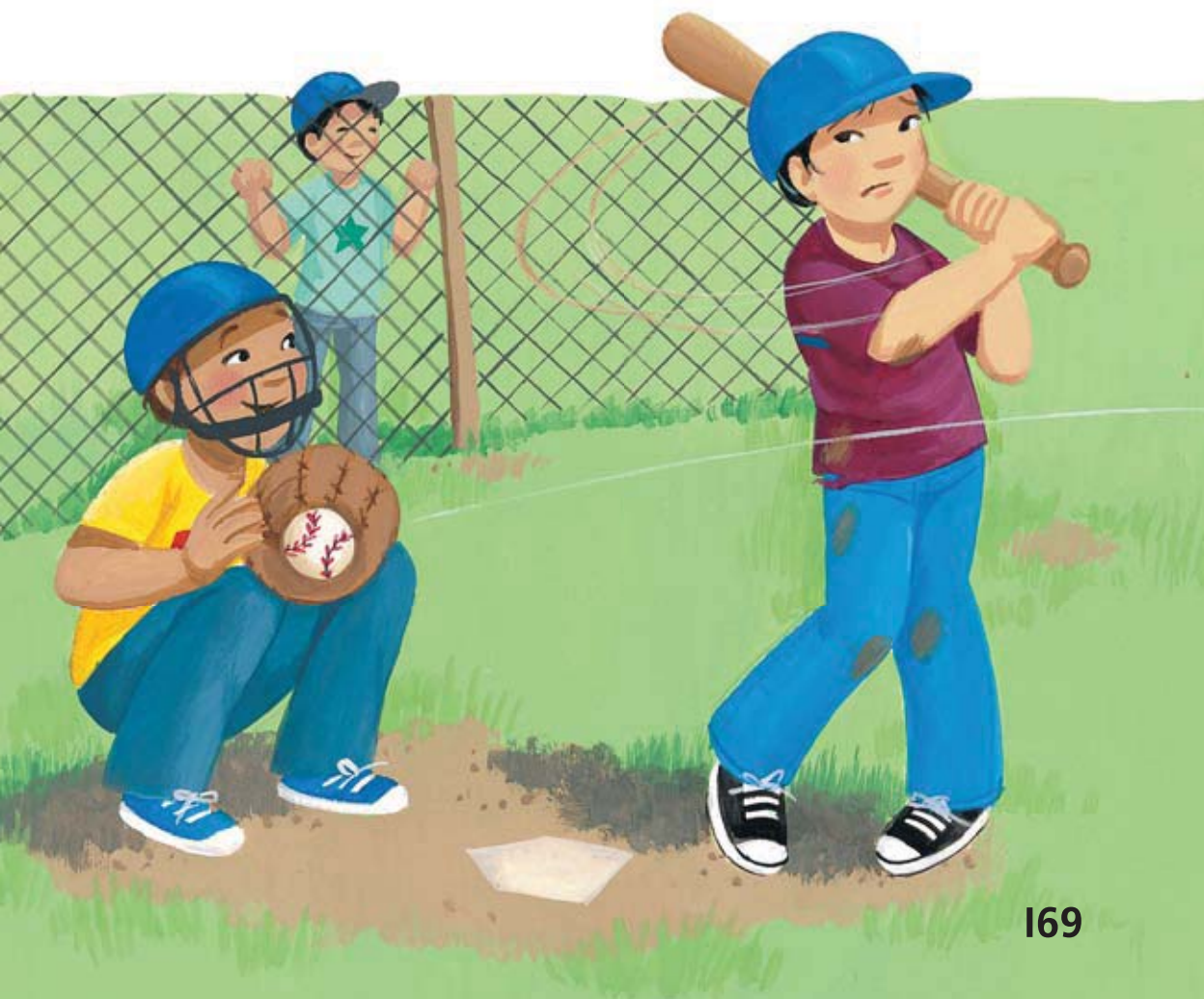
Fern had **been** up at bat many times. But she had **never** played a game with this team.

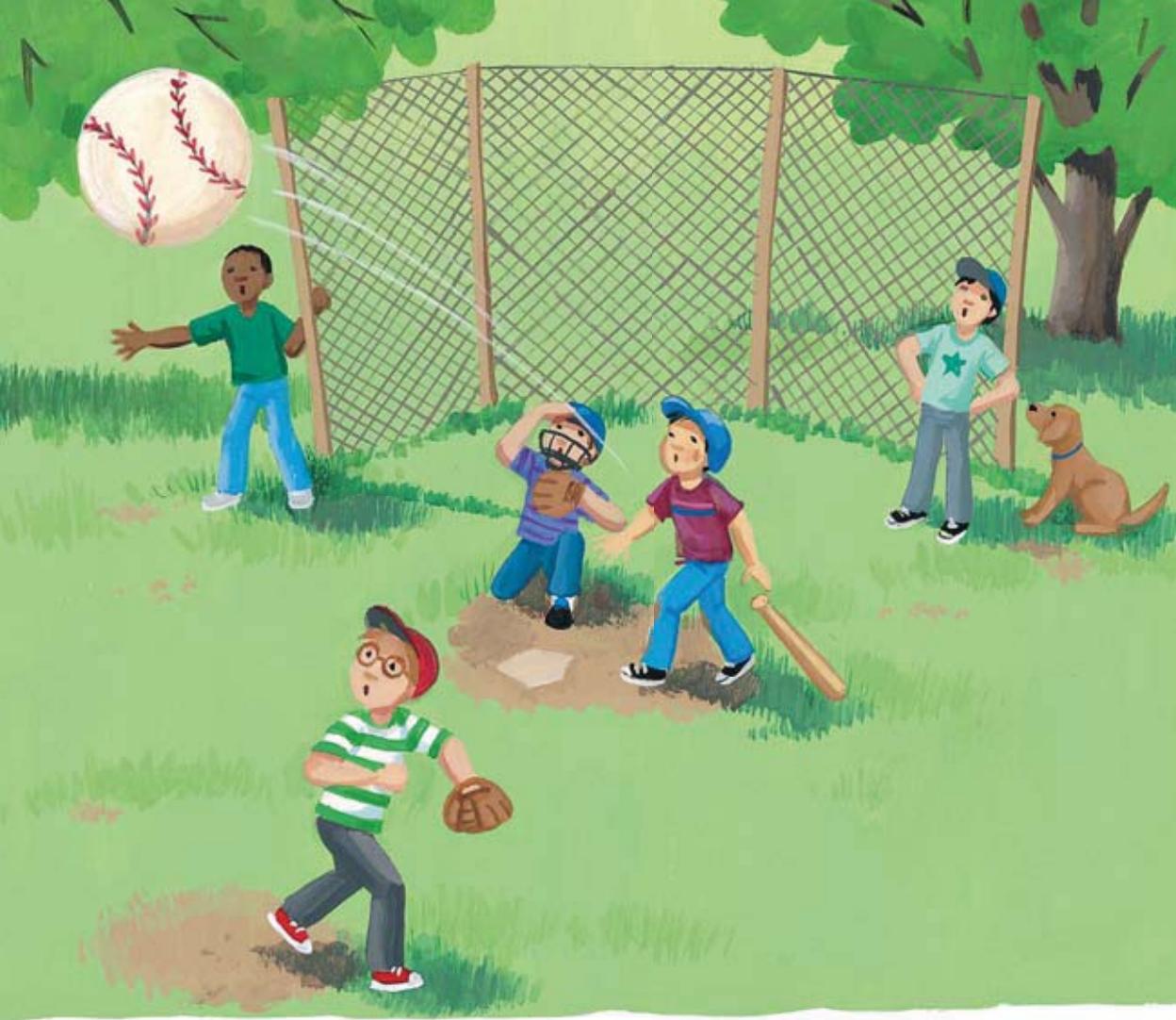
Fern's team needed a home run to win the game. The ball came fast. Fern let it go.

BALL ONE!

The ball came. Fern missed it.

STRIKE ONE!





The ball came. Fern did not miss
it this time!

CRACK!!!

The ball sailed far.

HOME RUN!

"Yay!" cried the team.

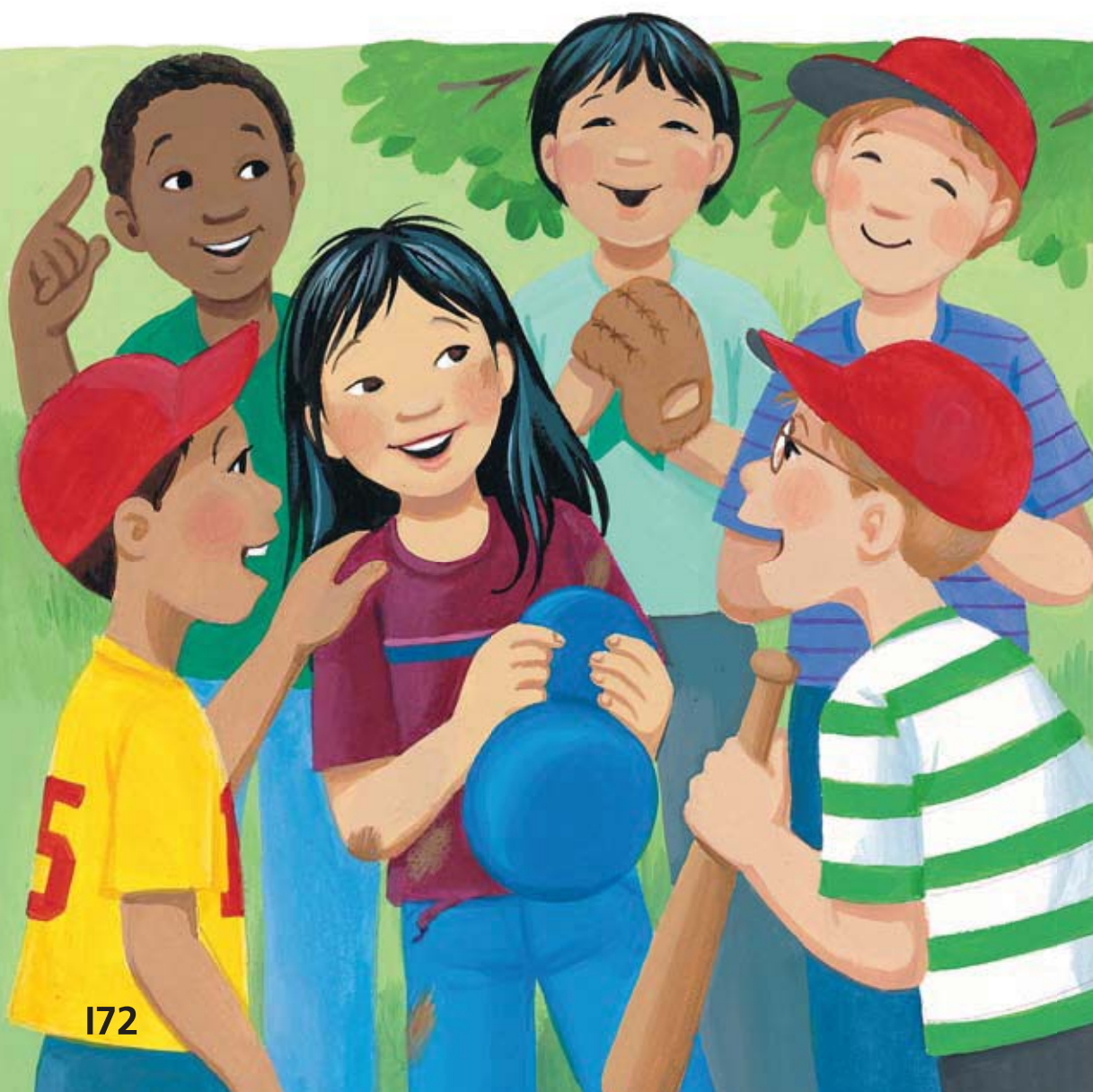
"My name's Fern," said Fern.
And down came her hat!

"He is a girl!" said Curt. "We
never had a girl on the team!"



"But you can be the first!" said Curt. "You helped us win the game. Fern, will you stay on the team?"

"Yes," Fern smiled. And she did.



Comprehension Check

Retell

Retell the story.
Use the pictures.

Think About It

1. What caused Curt to ask Fern to stay on the team?
2. Why didn't the boys know that Fern was a girl?



Write About It

Write about a game you
like to play.



Working with Words

Phonics

Read the words.

dear

near

turn

cheer

steer

here

clear

ear

deer

stir

fear

fern

Words to Know

Read the words.

dog

there

before

along

Time to Read

Read the story.

Pup Is Stuck

A dog is stuck.

"Are you in there?" asks Mom.

Mom lifts Pup from the box.

Next time Pup will look before he hops in.

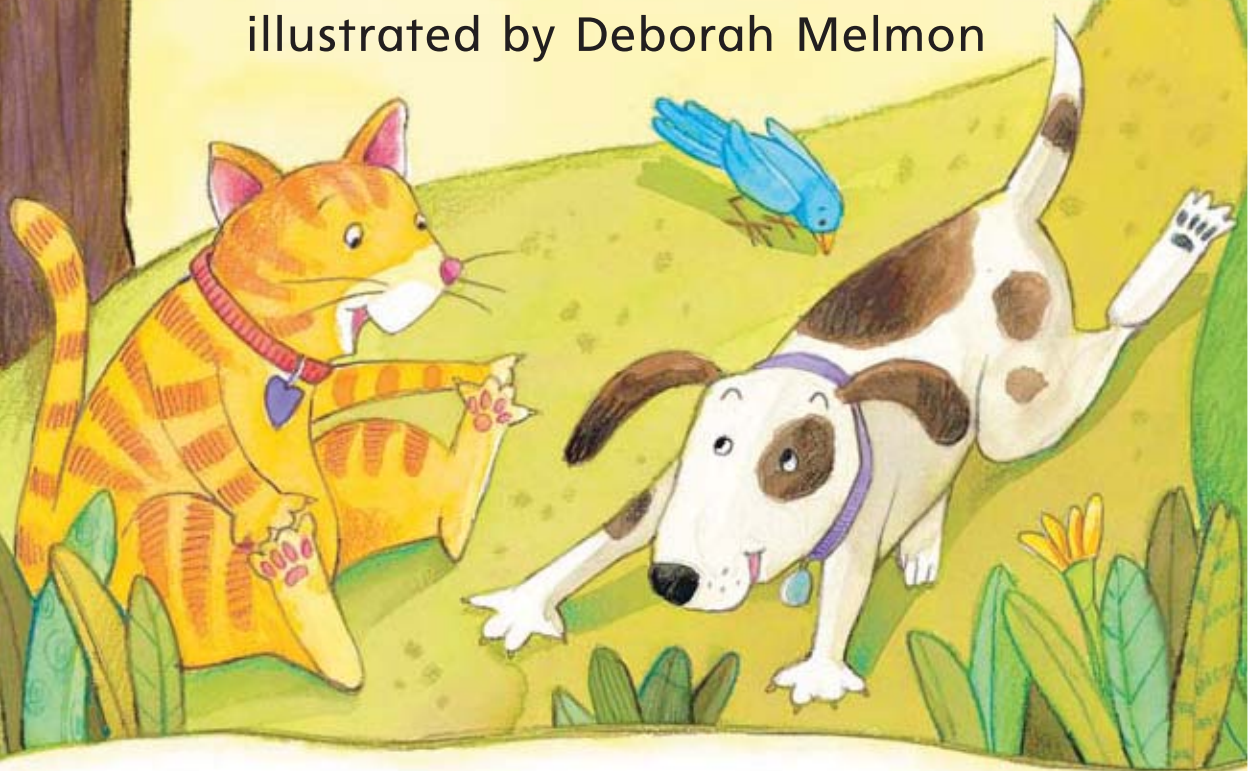
"Run along dear," said Mom.



Who Is Best?

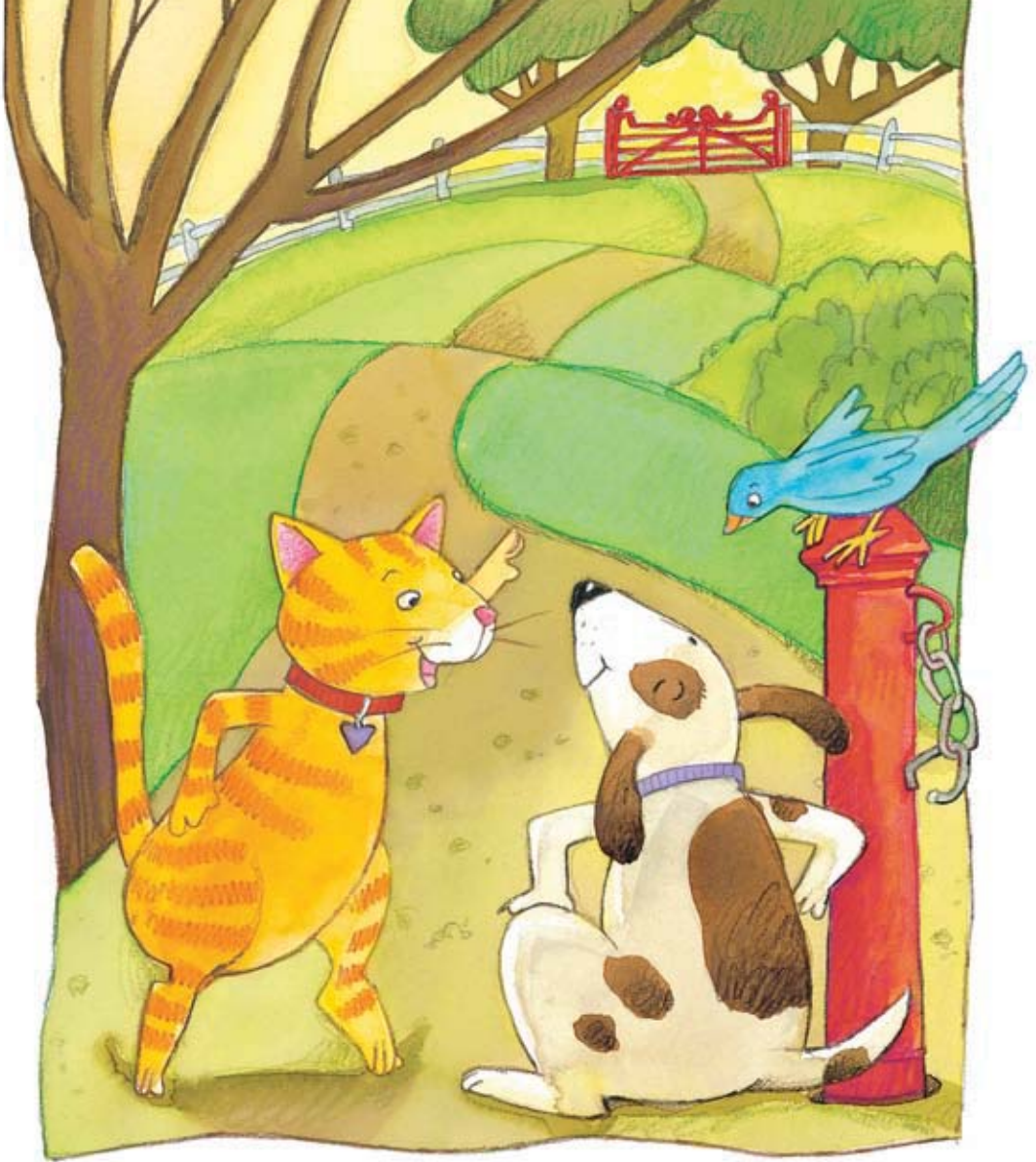
by Sasha Karlins

illustrated by Deborah Melmon



Bo Dog and Kay Cat like to run.

"Let us see who is faster!"
said Bo.

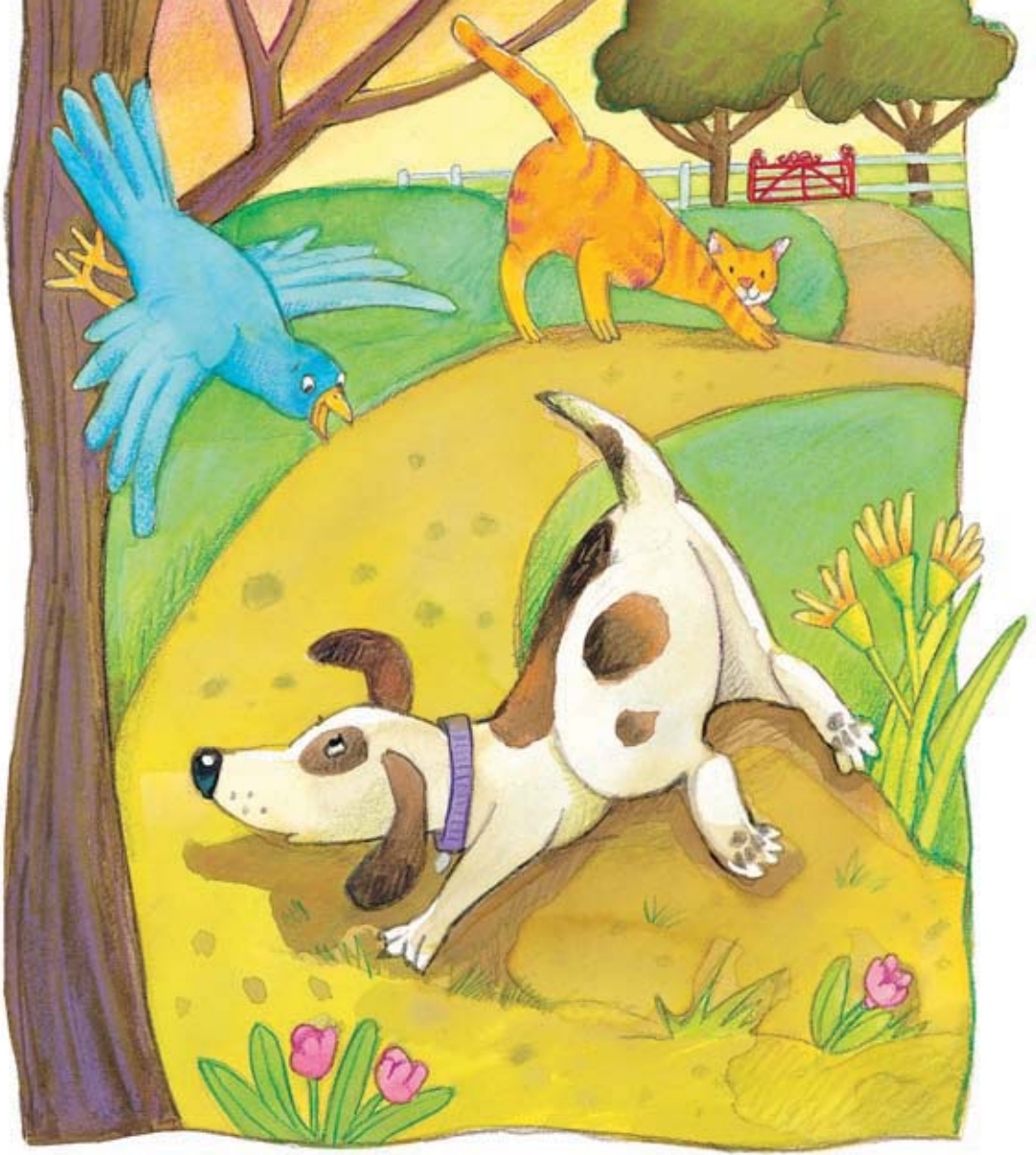


"We will run from the pole to the gate.

"The gate is near. I will get there before you!" said Kay.



Bo and Kay ran on flat land.
Bo and Kay ran up a slope.
Kay ran fast.
But Bo ran faster.



Kay hit a big stick. Bo ran past.
Bo hit a big bump.
Kay steered clear of it. She ran
past him.



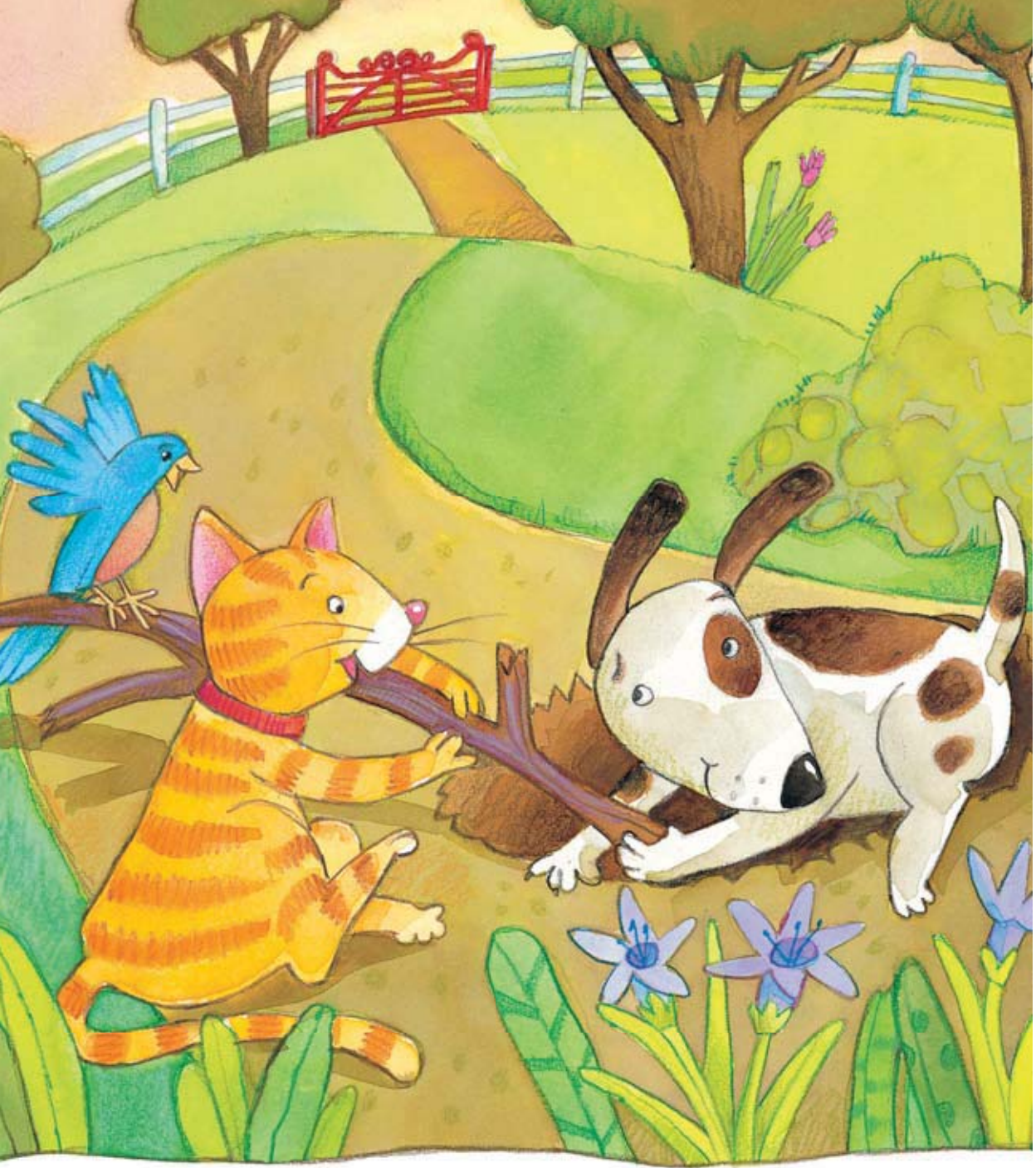
"Can you see the gate?" asked Bo. "You will get there last."

"I will not," said Kay. "I am fast!"



Bo ran. He fell in a hole.

"I must help," said Kay. "I will bring a stick."



"Here, grab the stick," Kay said to Bo. She helped Bo grab it.



Bo and Kay ran along.
Kay held Bo's hand.



Then they reached the gate.

"I am best!" said Bo.

"I am best!" said Kay.

"We are best! We are friends!"
cheered Bo Dog and Kay Cat.

Comprehension Check

Retell

Retell the story.
Use the pictures.

Think About It

1. Why do you think Kay Cat helps Bo Dog out of the hole?
2. Why do Bo Dog and Kay Cat decide to be friends at the end of the story?



Write About It

Write about a time you
were in a race.



Working with Words

Phonics

Read the words.

or

born

corn

for

form

clear

fear

storm

shore

short

steer

more

Words to Know

Read the words.

fall

very

full

water

Time to Read

Read the poem.

A Short Storm

The sky is blue.
The day is warm.
The shore is dry.
There is a storm!
The raindrops **fall**
so **very** fast!
The lake is **full**.
The **water** is high.
The storm has passed!

Storms, Storms!

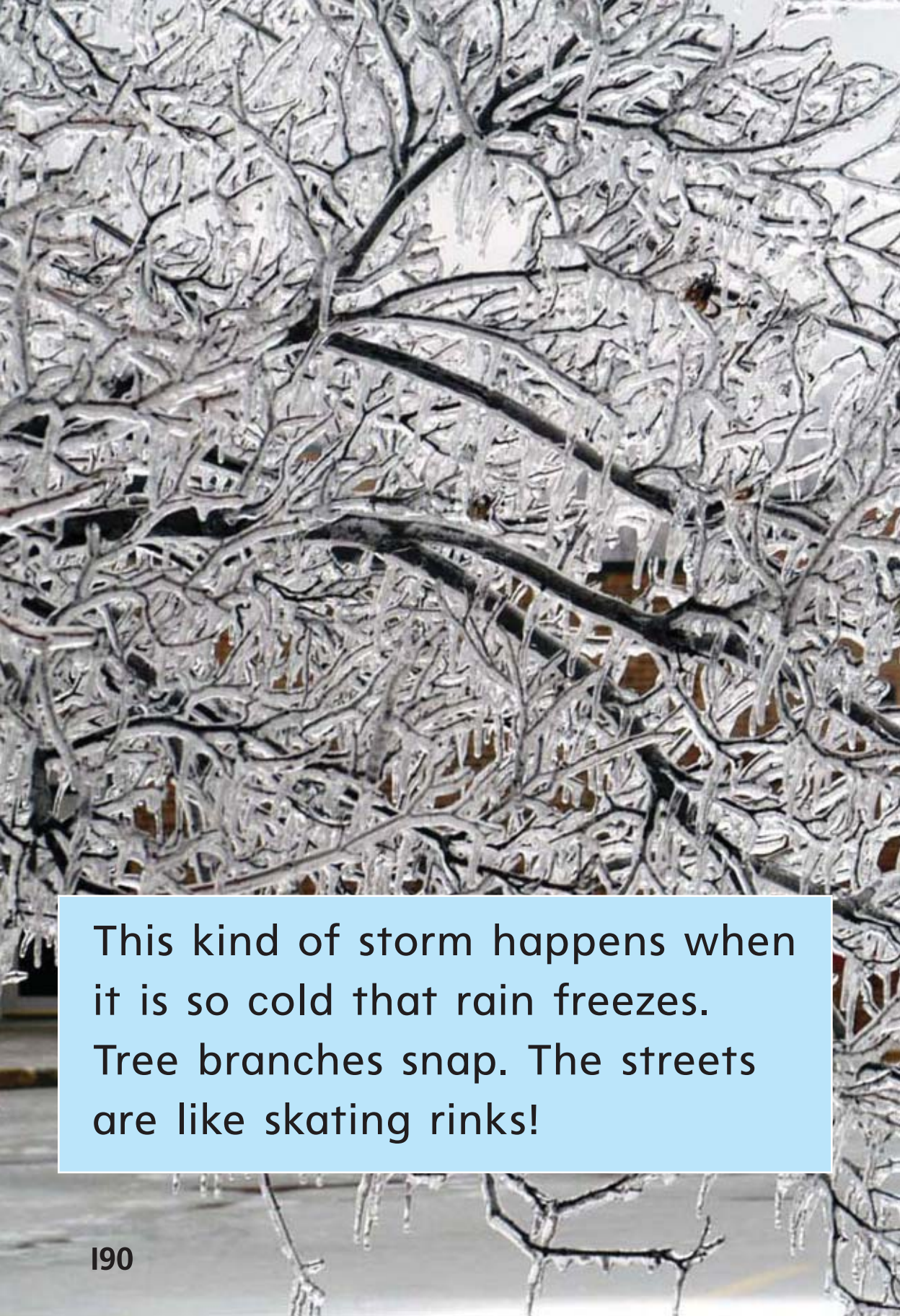
by Holly Melton

Before a storm, the sky can be clear and blue. But clouds can form, and fill with **water**.

When clouds are **very full**, rain **falls**. Rainstorms can last for a short or long time.

When it is very cold, snow can fall. After a snowstorm, the digging begins!





This kind of storm happens when it is so cold that rain freezes. Tree branches snap. The streets are like skating rinks!



CRASH! CLAP! goes the thunder.
Thunderstorms can make strong
winds.



Big forks of lightning
may dart from the
sky! Lightning can
scorch trees and start
fires on land.



A big thunderstorm can make a lot of wind. When strong winds blow and twist, the winds can form into a big cloud with a tail. A twister is born.



You can see big storms from up high in a plane. The sea is under these blowing and twisting winds. This storm is going to reach land.

The storm has reached the shore. When this kind of storm hits the coast, it can be bad for homes, stores, and trees.



This is a very odd kind of storm. There is no rain or snow or thunder or lightning. But there is wind.

The wind is so strong that it picks up sand and blows it into big clouds. It is hard to see in a sandstorm!



Comprehension Check

Retell

Summarize the selection.
Use the pictures.

Think About It

1. What are some effects of lightning?
2. Reread page 196. What happens in a sandstorm?



Write About It

Write about one kind of
storm you know.



Working with Words

Phonics

Read the words.

hair

born

chair

dare

fair

hare

share

bear

pear

stare

shore

square

Words to Know

Read the words.

once

upon

picture

only

Time to Read

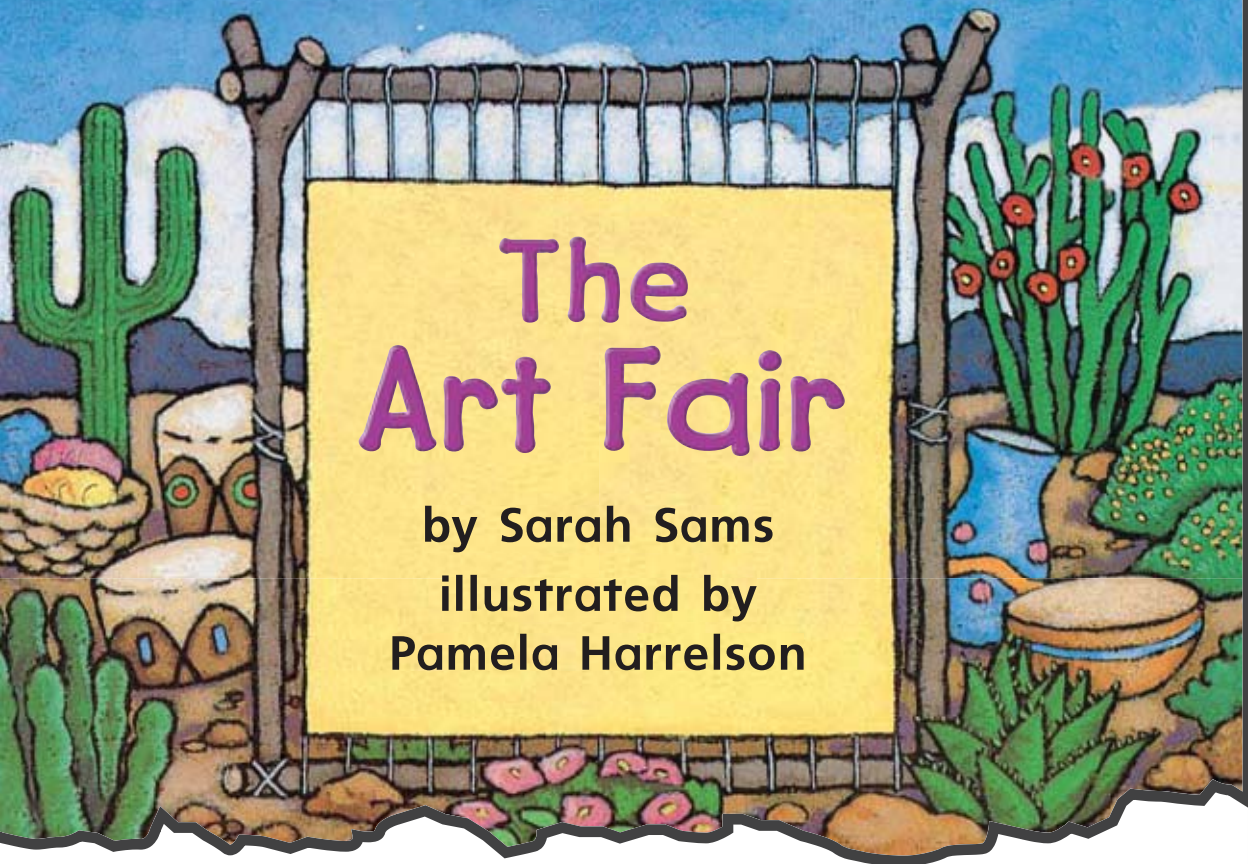
Read the story.

Bear's Bad Day

Once upon a time, Bear had a bad day. He woke up late. When he sat down, a picture fell on him. Not a thing went right!

"Do I dare try something more?" said Bear. "No, there is only one thing to do. I will just sit right here on this chair!"





Once upon a time, there was
going to be an art fair.

Hare blew her horn.
Then she told the news.

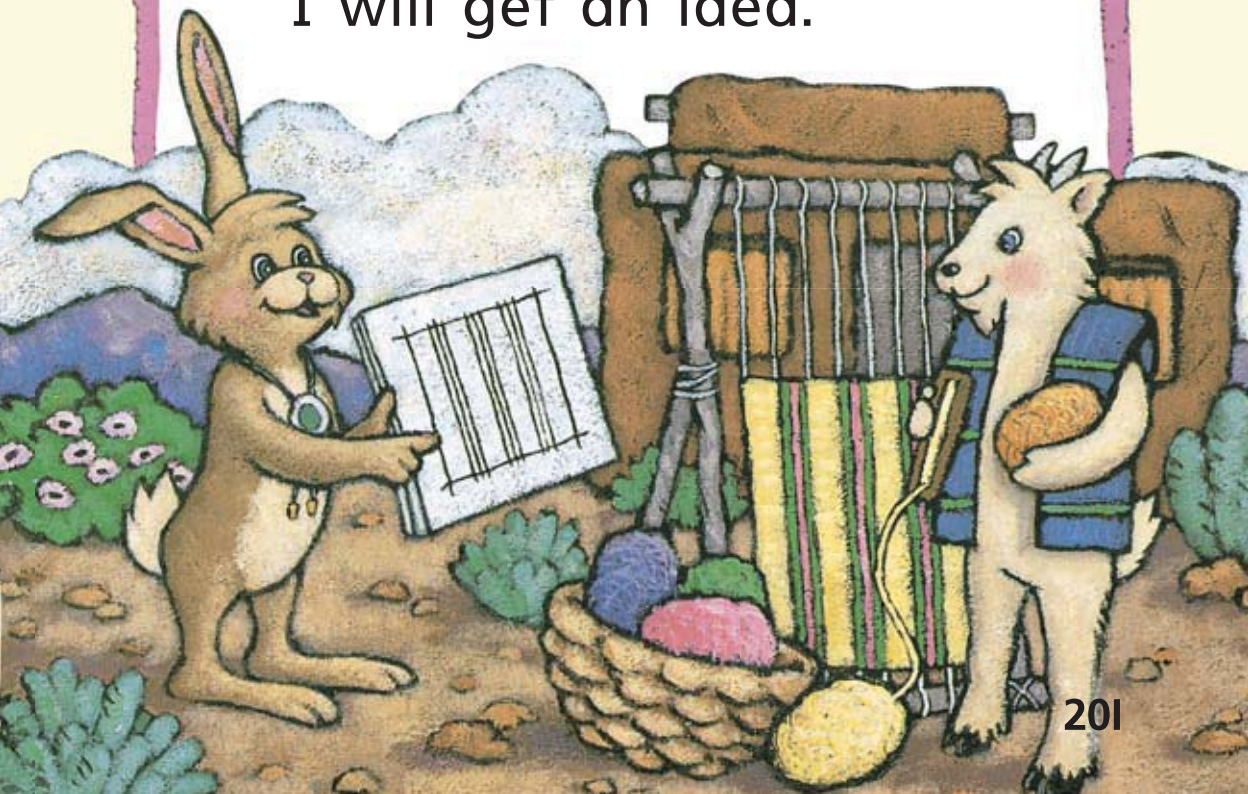
"In three weeks we
will hold an Art and
Craft Fair!" yelled Hare.



"What will I make for the fair?" Hare asked herself.

She looked at Goat's rug.

"That is nice, Goat,"
said Hare. "I will make a
picture of it. Maybe then
I will get an idea."





Hare hopped home and hung her picture. Then she sat in a chair and stared at it.

"I hope I will get an idea," said Hare. But she did not.

Hare went to see Mare. She was dying hair ribbons.

"What a nice idea for the art fair!" said Hare.

She drew a picture of it.

"I will hang up my picture. It will help me think of an idea," said Hare.

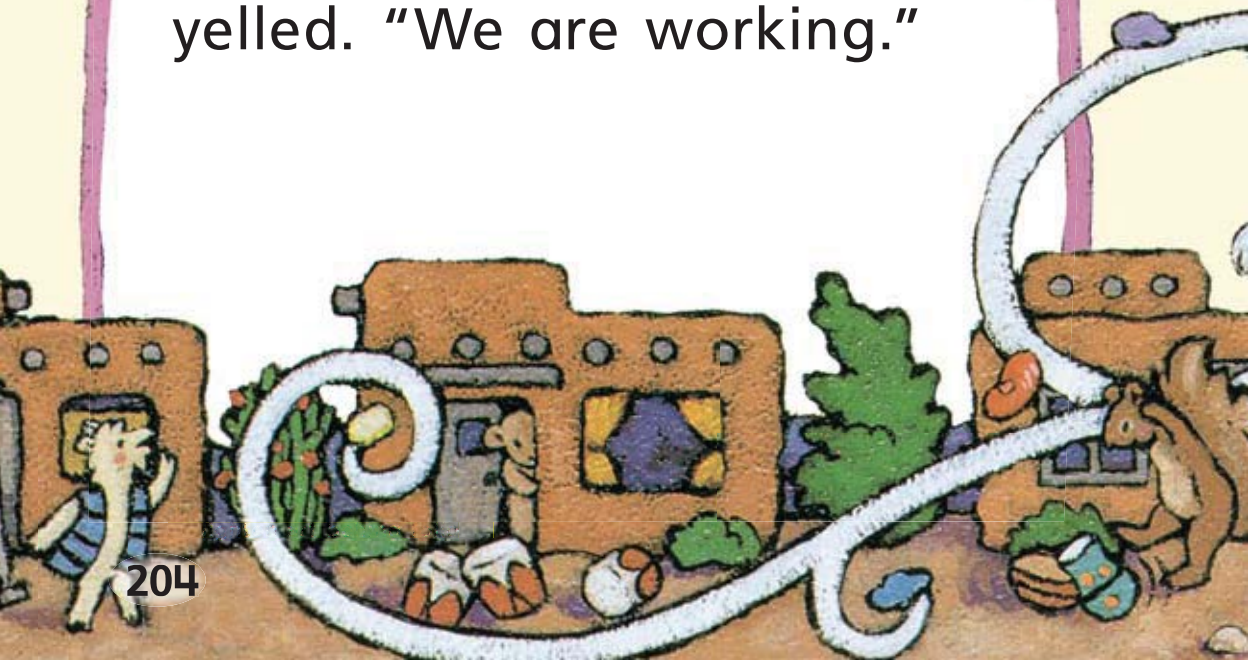




Then, it was **only** one day until the fair. Hare still needed a plan.

She blew her horn. It helped her think.

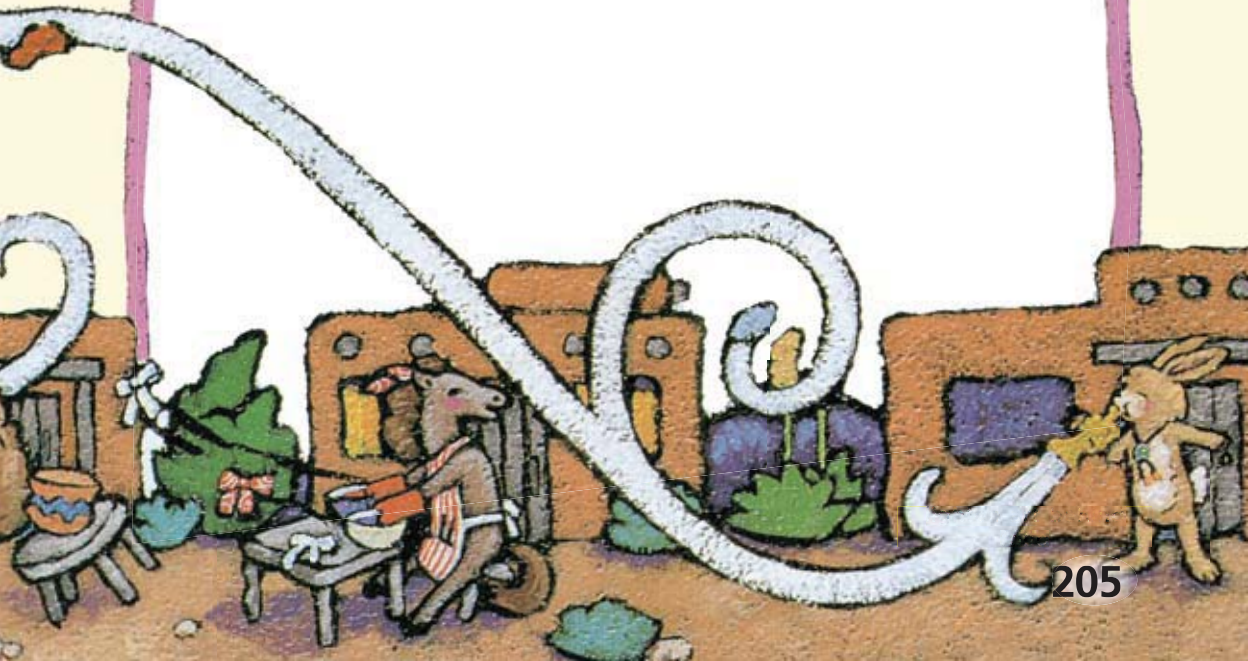
"Stop it, Hare!" everyone yelled. "We are working."





So Hare looked at what everyone was making.

She drew a picture of each thing to help her think. She drew a ribbon. She drew a drum. She drew a jar.



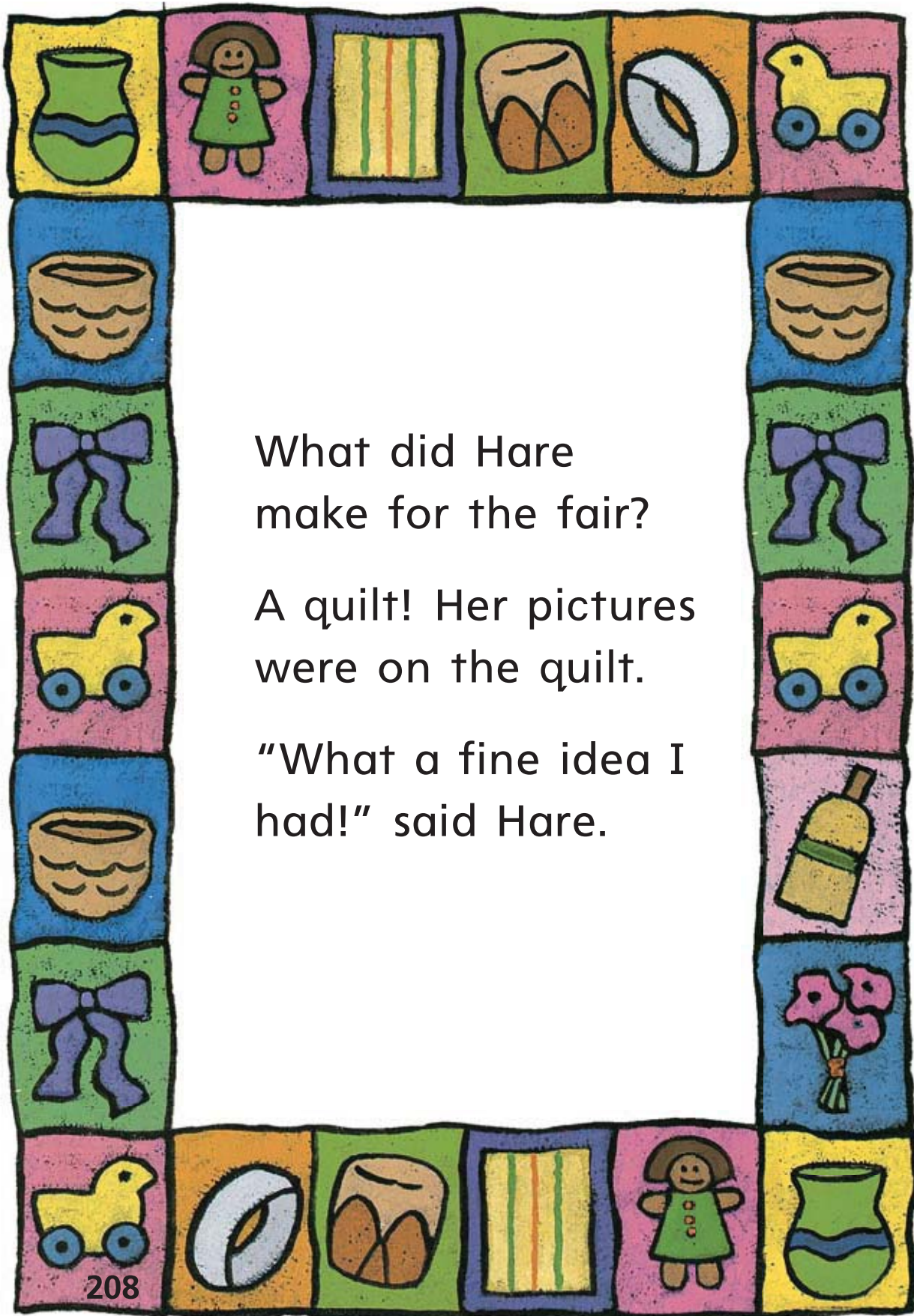


Hare hopped home. She hung up her pictures. She stared at them for a long time.

"Wait, I know what to make for the fair!" she cried.

Hare started cutting her pictures. Then she stitched the squares onto fabric. She was careful as she stitched.





What did Hare
make for the fair?

A quilt! Her pictures
were on the quilt.

"What a fine idea I
had!" said Hare.

Comprehension Check

Retell

Retell the story.
Use the pictures.

Think About It

1. How is Hare different from the other characters in the story?
2. How do the illustrations help you learn about Hare?



Write About It

Write about something
special you have made.



Working with Words

Phonics

Read the words.

down

fair

ground

loud

wow

now

ouch

out

round

shout

bear

found

Words to Know

Read the words.

pretty

color

other

call

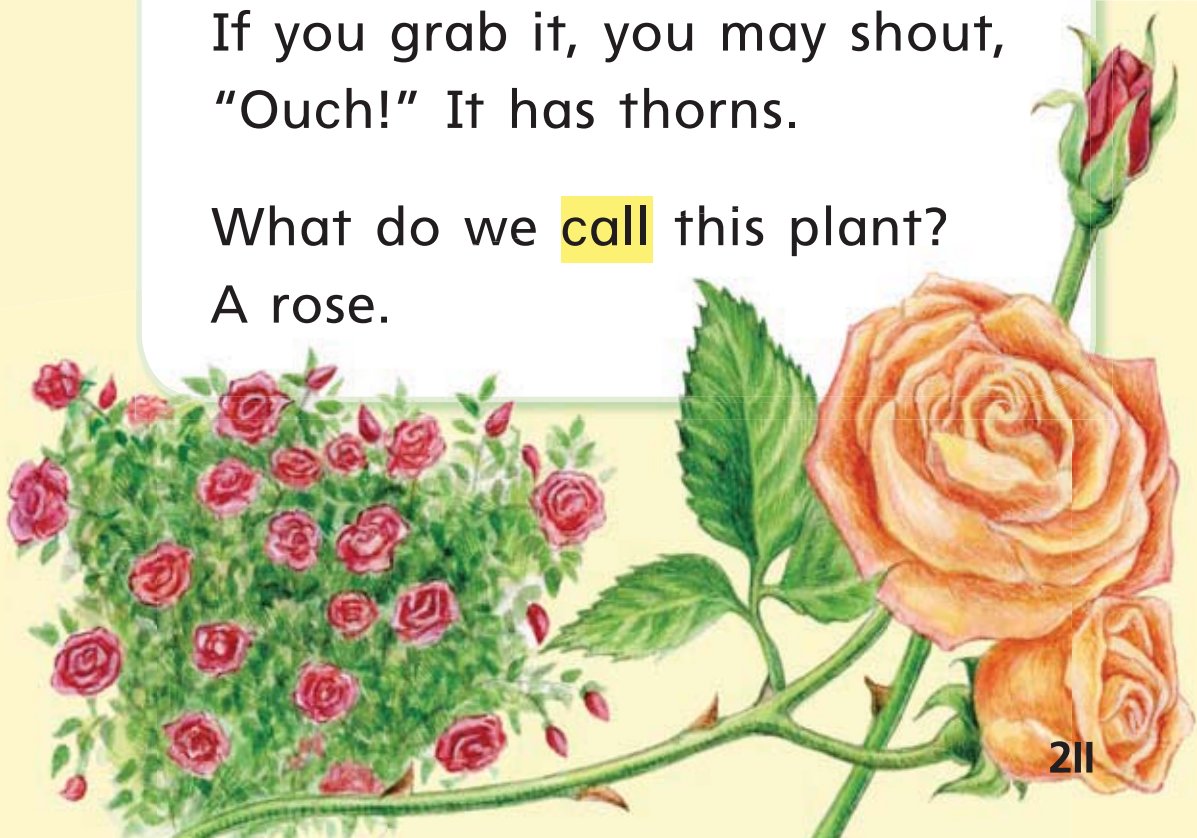
Time to Read

Read the story.

What Is It?

This pretty plant grows in lots of colors. Some grow on thick shrubs. Others have long stems. If you grab it, you may shout, "Ouch!" It has thorns.

What do we call this plant?
A rose.



Growing Plants

by B. R. Shah

Growing from Seeds

Do you like flowers? If you do, you can plant them outside.

First find a good spot. The flowers will need dirt, sun, and rain. Then choose which flowers to plant.



Some grow from seeds. The seeds are planted in the ground. Then the seeds grow into new plants.



A sunflower grows from a seed.
It needs a lot of sun to grow.
Why is it **called** a sunflower?
It turns to the sun!

This plant can grow quite big.
Some grow ten feet high!





Forget-me-nots grow from seeds. These blue flowers blossom in the springtime. This plant grows best in light shade. It can grow without much sun.



Growing from Bulbs

Some plants grow from bulbs. Bulbs are round and grow in the ground. Bulbs are planted in holes in the dirt.



Snowdrops grow from bulbs. 
Snowdrops are white like snow.
The flowers hang upside down
on short stems.

Snowdrop bulbs must be planted
in the fall. The bulbs grow into
plants. Snowdrops blossom in
the wintertime.





Tulips grow from bulbs. Tulips blossom in the springtime. Tulips can grow in many pretty colors. Most tulips are shaped like bells or bowls.

Daffodils grow from bulbs. It is a fine flower for the springtime. It has a part shaped like a cup.

Daffodils are not hard to grow. These plants can grow and blossom in full sun or light shade.



Flowers can grow in the colors of the rainbow. Some are big and bold. Others are little and sweet. Plants can grow in the sun or shade.

Go get some seeds or bulbs.
Plant the flowers and see them blossom!



Comprehension Check

Retell

Summarize the selection.
Use the pictures.

Think About It

1. What clues in the selection help you learn about how different plants grow?
2. What happens after seeds are planted in the ground?



Write About It

Plan your own flower garden.
What flowers would you
plant?



Working with Words

Phonics

Read the words.

boy

coin

cow

Joy

noise

oil

join

point

Roy

shout

toy

Troy

Words to Know

Read the words.

again

should

door

around

Time to Read

Read the story.

The Noise

"What is that tapping noise?" asked Troy Pig. He did not like that noise one bit. "I hear it again." said Troy

"Should we lock the door?" he asked Mom Pig.

Mom smiled. She pointed.

"Look around. What you hear is a bird pecking at a tree!"



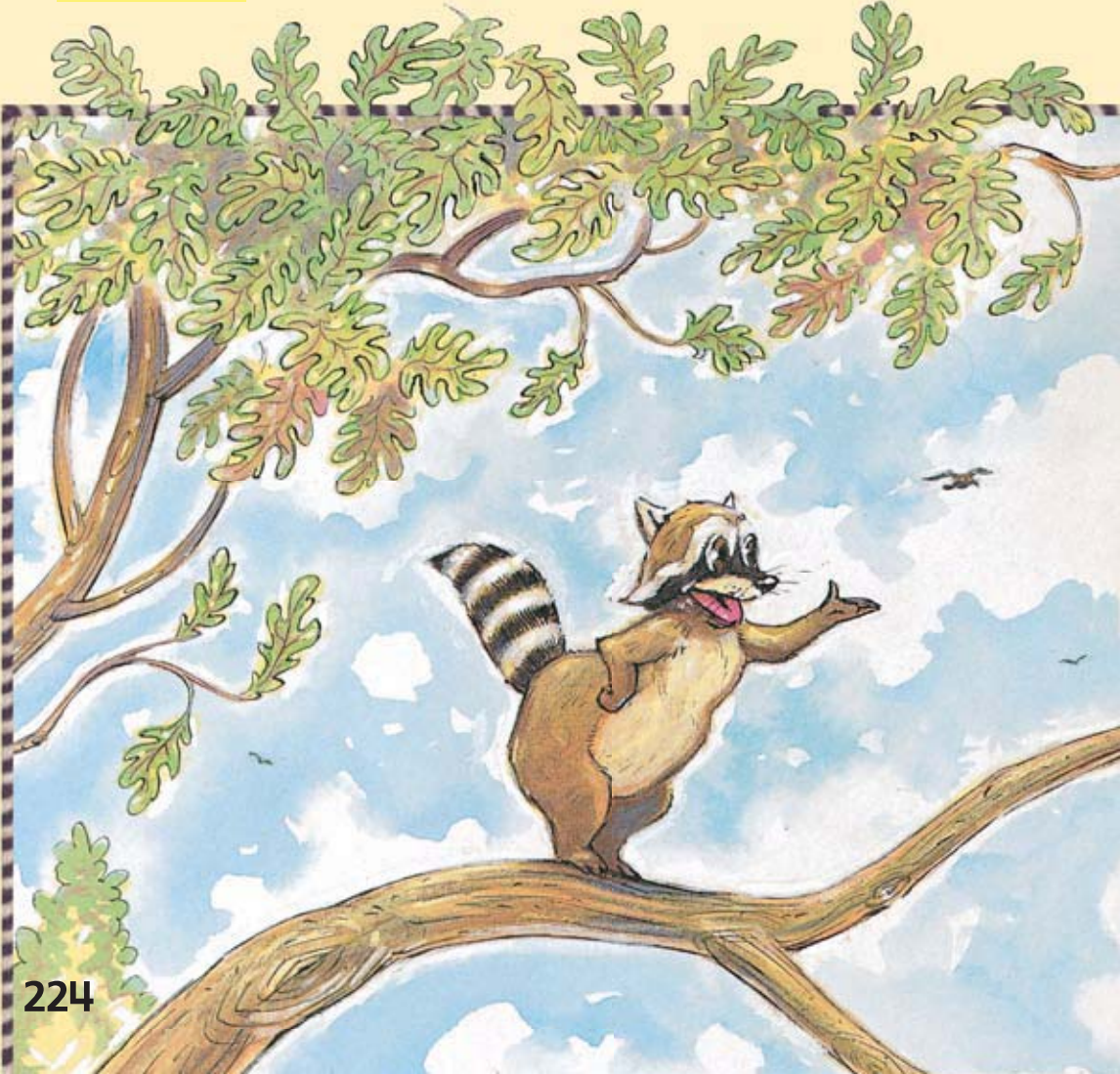
Roy and Joy

by Lilly Chin

illustrated by Mark Corcoran

Roy and Joy played high up in a tree. They saw a big house.

"Should we go in?" asked Roy.

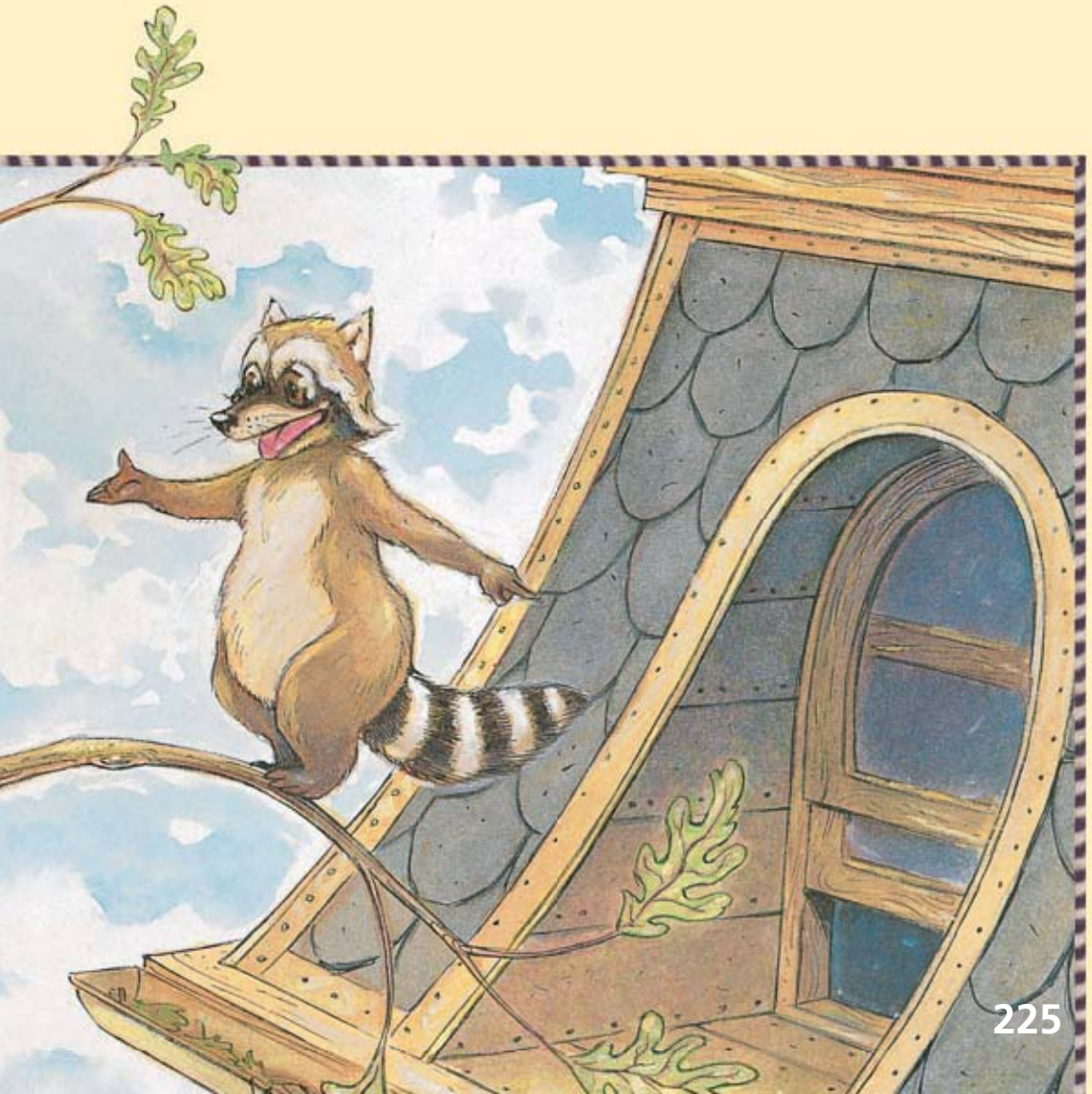


"Why not?" said Joy. "We are brave! We will look for toys."

Roy pointed at the window.

"You first," he said.

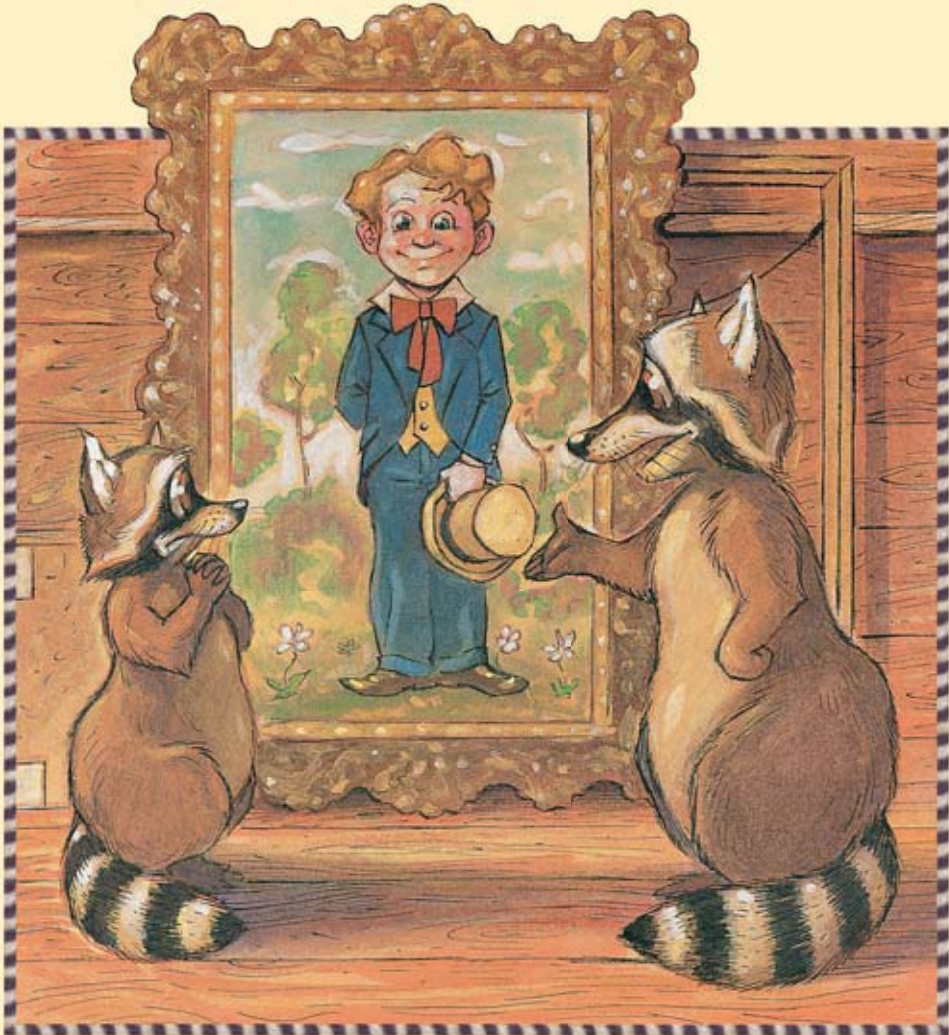
"No, no, after you," said Joy.



Roy and Joy went in.

"Help!" yelled Roy. "It is a boy.
He is looking right at me."

"That is not a real boy!" said
Joy. "Be brave, Roy."





We can look in that trunk,"
said Roy. "Toys might be inside."

"You first," said Joy.

Roy opened the trunk. "I see a
coin, but no toys," he said.

"Did you hear a noise?" Joy asked.

"That is the trunk lid creaking,"
said Roy. "It needs to be oiled."

They looked around and found a box. It had long, thin blocks in it.

"These look like bones!" said Roy.

"Maybe we should stay away from them," said Joy.





Then they found a door.

"Look at this! I think toys might be in there," said Roy. "We can go in and see."

"You go first!" said Joy.

"Help!" yelled Roy. "Joy, there are bears in here. Quick, get out fast!"

"Me first!" shouted Joy.





Roy and Joy ran out to the tree.

"That was close!" said Joy.

"And we did not find any toys!"

Roy pointed at the window.

"We should not go there **again**,"
he said.

"Well," said Joy. "It is a good thing we are both so brave!"

"That is right!" said Roy.



Comprehension Check

Retell

Retell the story.
Use the pictures.

Think About It

1. What is the last thing that scares Roy and Joy in the house? What happens?
2. Do you think Roy and Joy really feel brave at the end of the story? Why or why not?



Write About It

Write about a time when
you felt brave.



Working with Words

Phonics

Read the words.

chew

flew

fruit

toy

scoop

loose

mood

new

soon

too

tooth

coin

Words to Know

Read the words.

would

your

come

pull

Time to Read

Read the story.

A New Nest

"Would you help me make a new nest?" Red Bird asked.

"I will help you make your nest." said Blue Bird. "Come with me. I can pull twigs out of the dirt."

"I can scoop up mud." said Red Bird. Soon Red Bird had a new nest.



The Loose Tooth

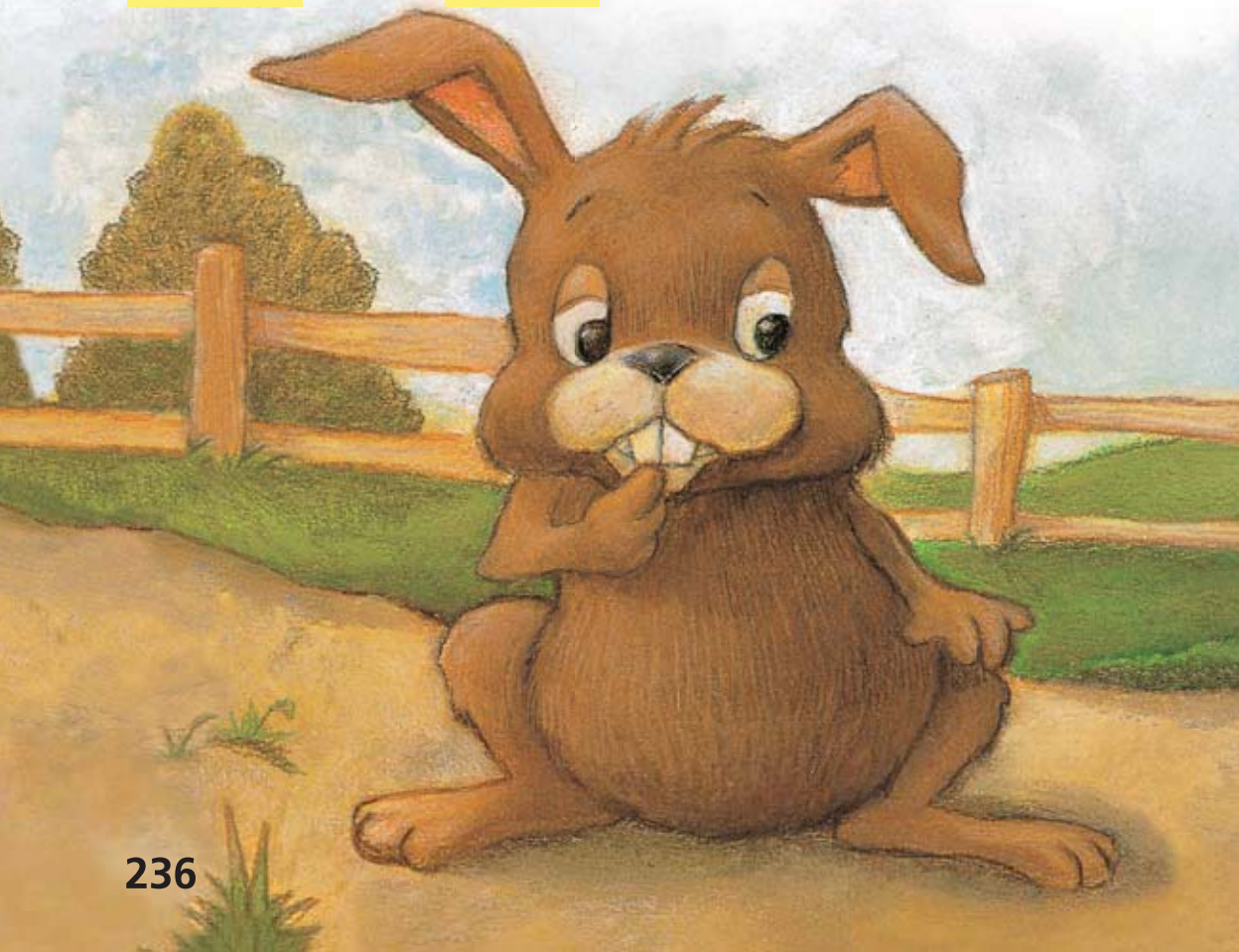
by Rachel Mann
illustrated by Jeff Hopkins

Little Rabbit had a loose tooth.

He wiggled it. He tugged it.

He tapped it. But the tooth

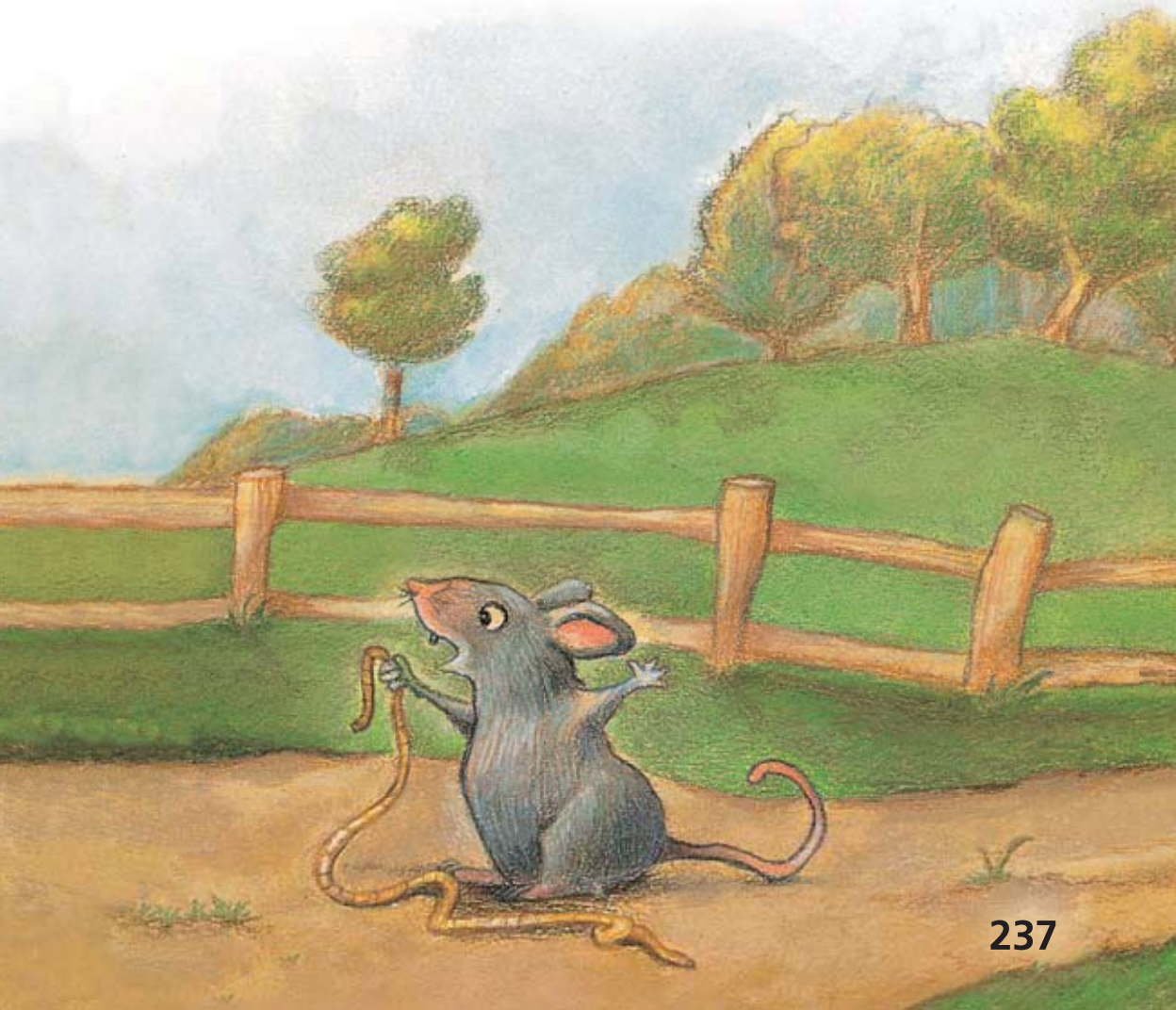
would not come out.



Then Mouse came by.

"I will help," he said. "I will tie a string to the tooth. Then I will pull as hard as I can."

"No, thanks," said Little Rabbit.
"That would hurt too much!"





Little Rabbit wiggled the tooth.
But the tooth did not come out.

He was not in a good mood. He
wanted his loose tooth to come
out soon.

Then Squirrel came by.

"I will help," she said. "If you chew on this wood, **your** tooth will come out."

"No, thanks," said Little Rabbit. "I will not chew on wood. I like to chew on fruit."



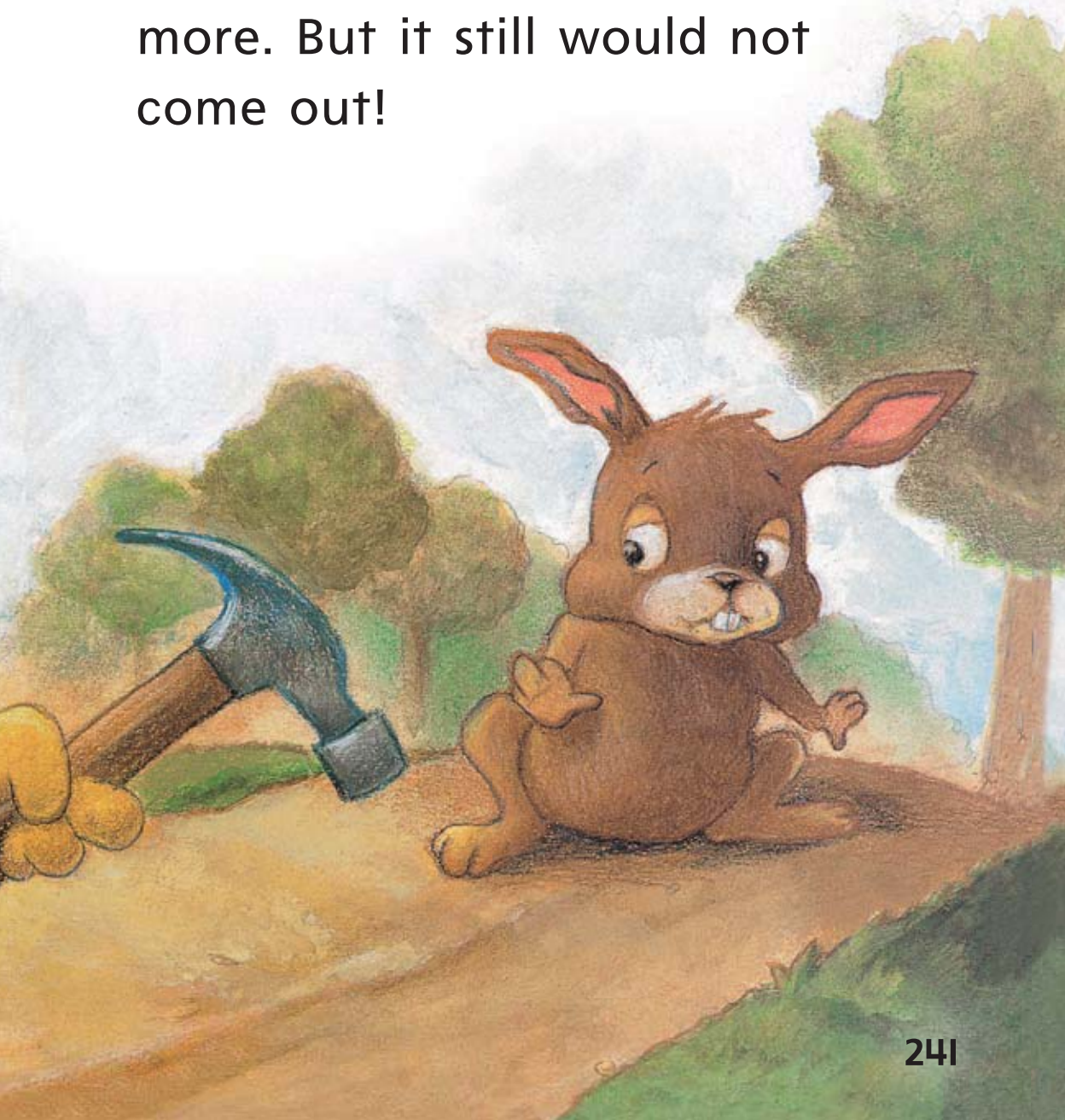
Then Dog came by.

"I will help," said Dog. "I will use this tool to tap on the tooth. A tool can get that tooth out."



"No, thanks," said Little Rabbit.
"I do not want a tool tapping
on my tooth."

He wiggled his tooth some
more. But it still would not
come out!





Little Rabbit went back home.
His pals came, too. "We can
help!" his pals yelled.

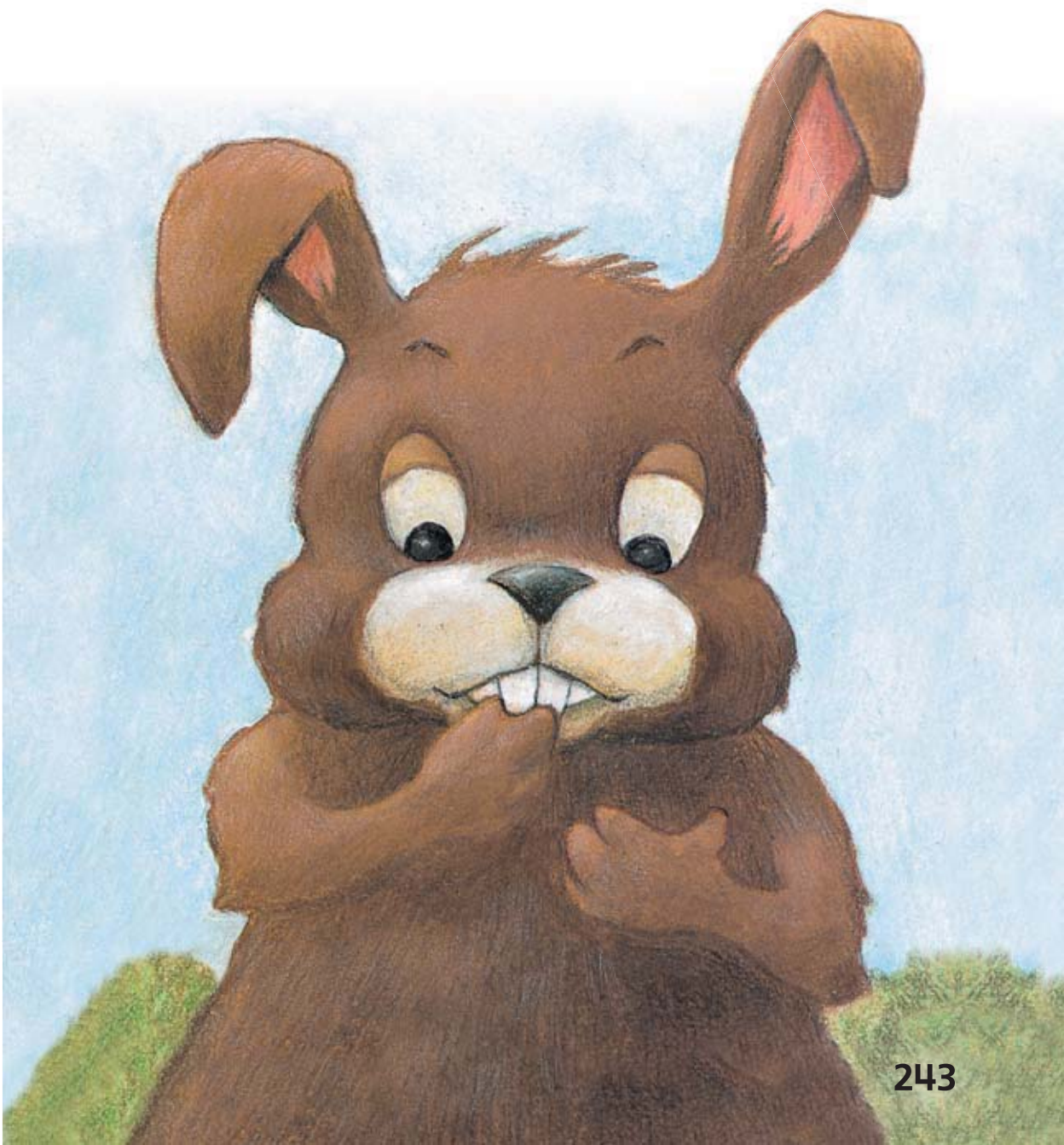
"Use a string!" yelled Mouse.

"Chew on wood!" yelled Squirrel.

"Try a tool!" yelled Dog.

"No, thanks!" said Little Rabbit.

He wiggled his tooth. He tugged it. He tapped it and pulled it . . .



. . . AND AT LAST IT CAME OUT!

Little Rabbit hugged his pals.
He said, "Thanks so much for
your help!"

Then he went to show his mom
and dad the tooth.



Comprehension Check

Retell

Retell the story.
Use the pictures.

Think About It

1. What is Little Rabbit's problem?
How does he solve it?
2. Is this story a fantasy or could it happen in real life? Use details from the story to explain.



Write About It

Write about a time when
you had a loose tooth.



Working with Words

Phonics

Read the words.

cook

flew

new

good

hook

look

nook

stood

took

wood

wool

true

Words to Know

Read the words.

here

year

people

young

Time to Read

Read the story.

Egg Farm

Here at the farm, hens lay eggs throughout the year. The farmer will sell some of the eggs. People like to cook and eat eggs.

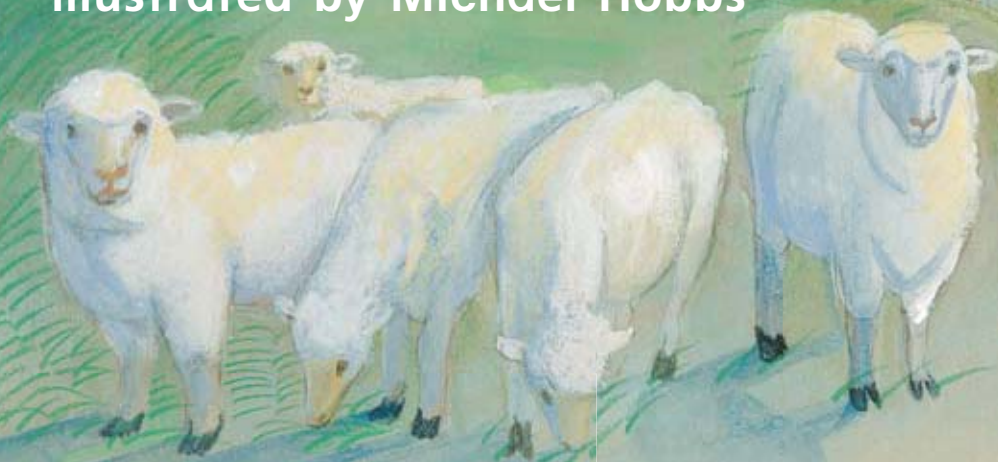
The farmer will sell some eggs. But, some of the eggs will hatch. Then young chicks will be born.



From Sheep to Wool

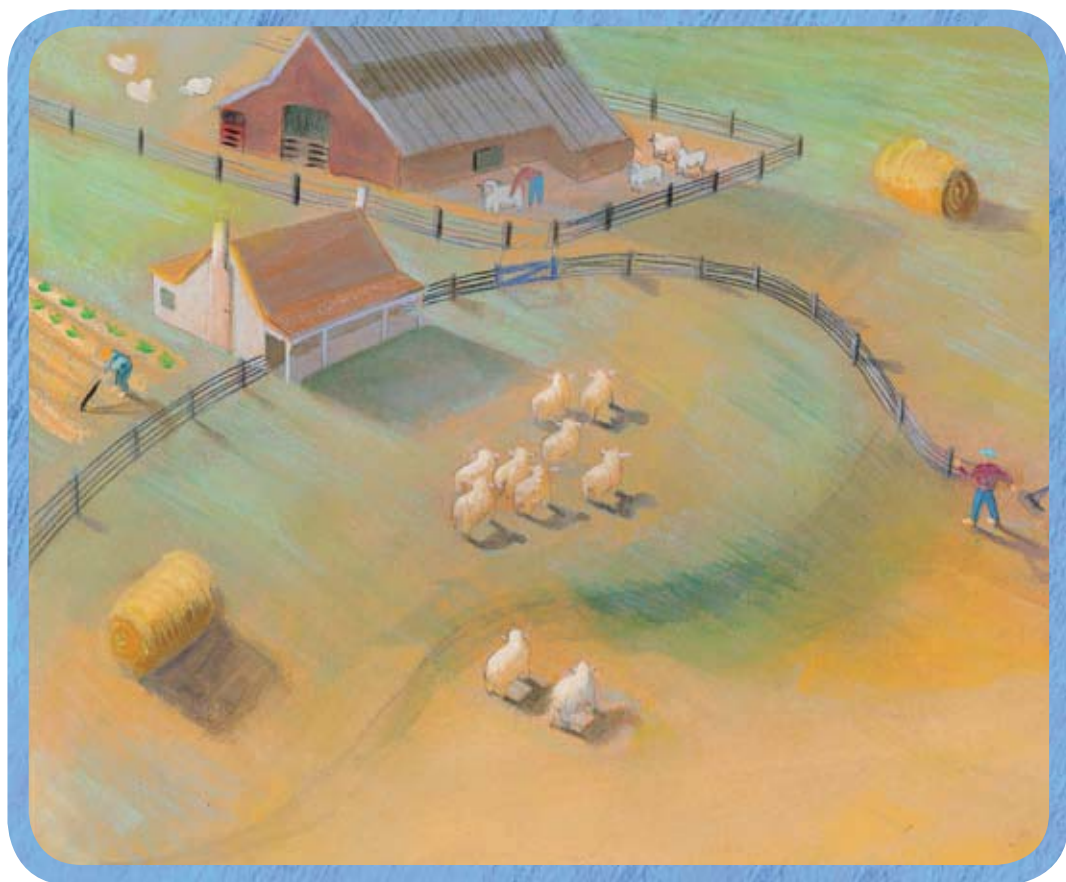
by Lenika Gael

illustrated by Michael Hobbs



Wool helps **people** stay warm.

On freezing days, we can put on wool coats, hats, and scarves. We get wool from sheep. Wool is the name for a sheep's fur.



A sheep ranch is a kind of farm.
At a sheep ranch, ranchers try hard
to keep the sheep safe and well.

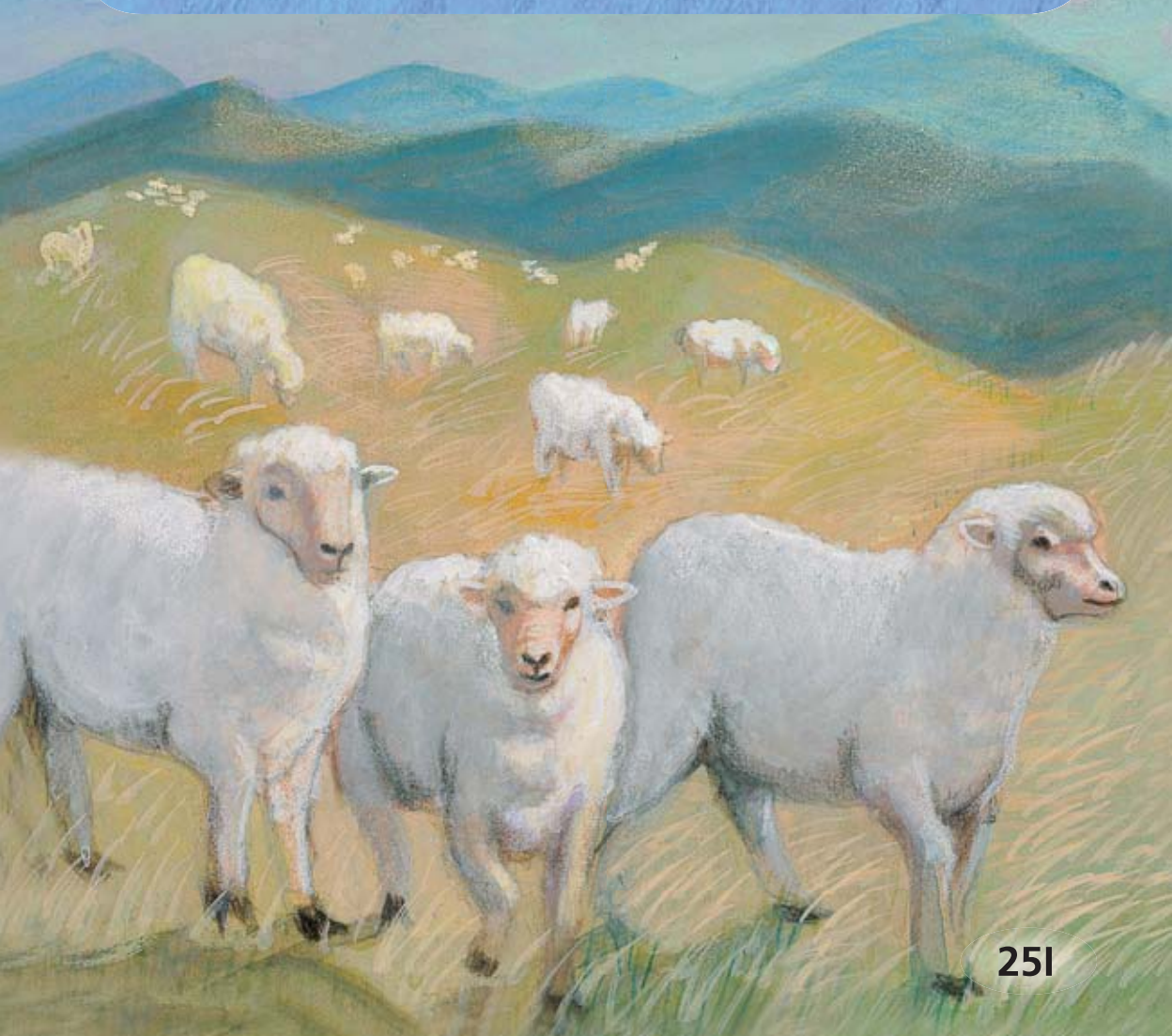
A lamb is a **young** sheep. At a sheep ranch, lots of cute lambs are born each **year**.

This lamb stays close by his mom.
She will feed and clean him.

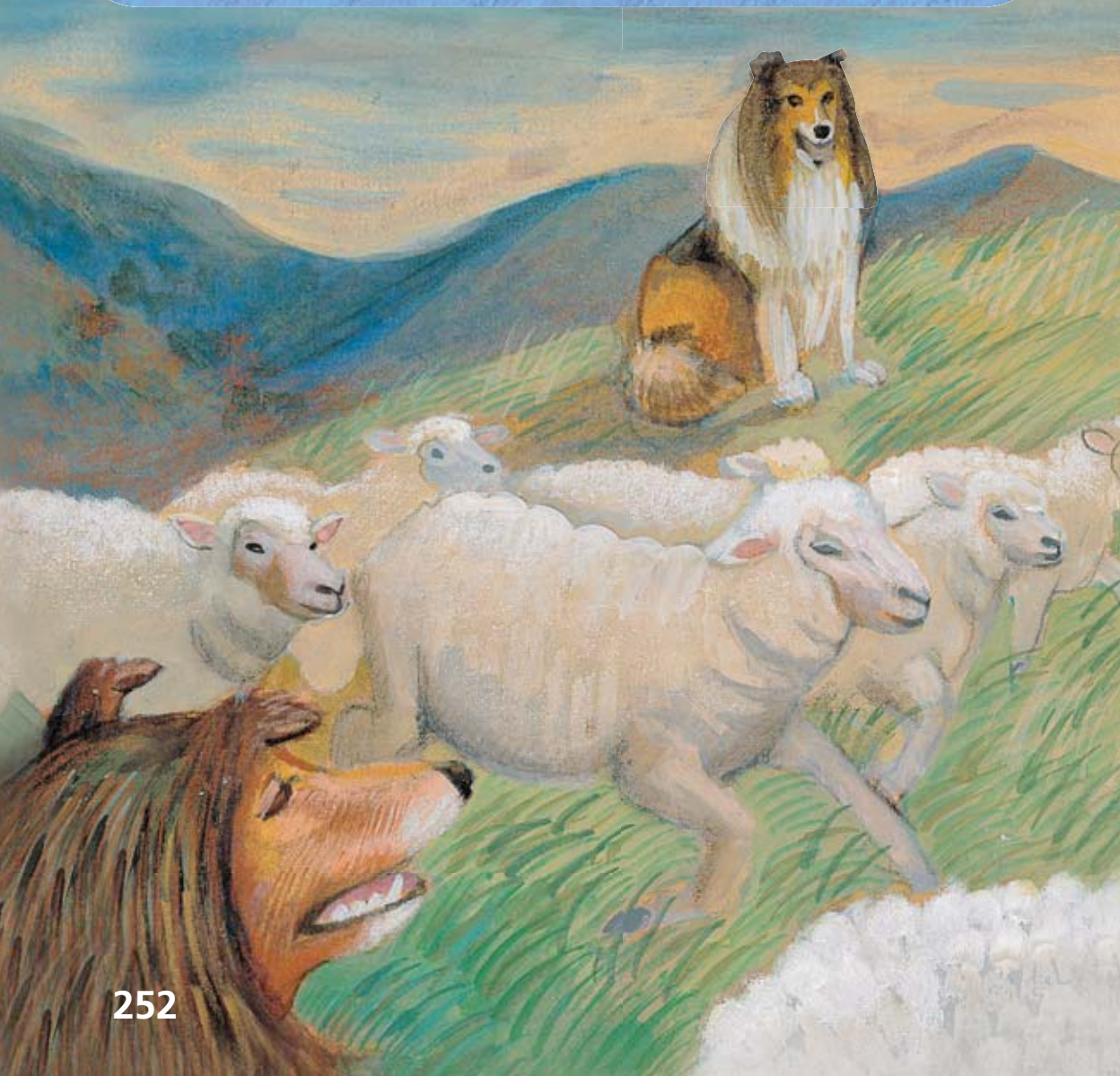


The sheep roam on top of high hills. They look for good, fresh grass to eat.

If the grass is good, the sheep stay. If it is not, the sheep leave to look for other grass.



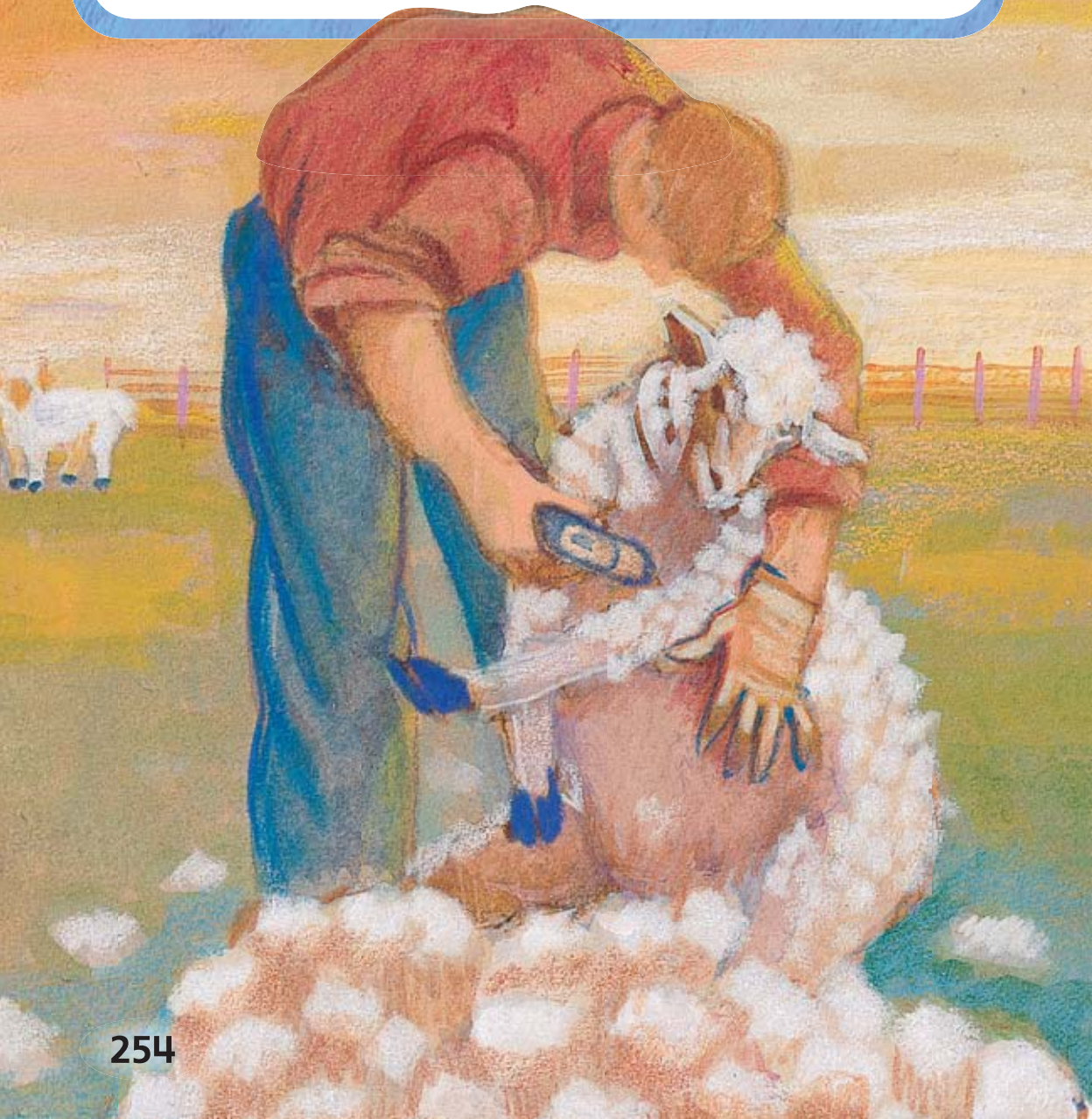
If the sheep stray far away, sheep dogs can find them. Smart sheep dogs can find sheep in nooks. Sheep dogs help by leading the sheep home.



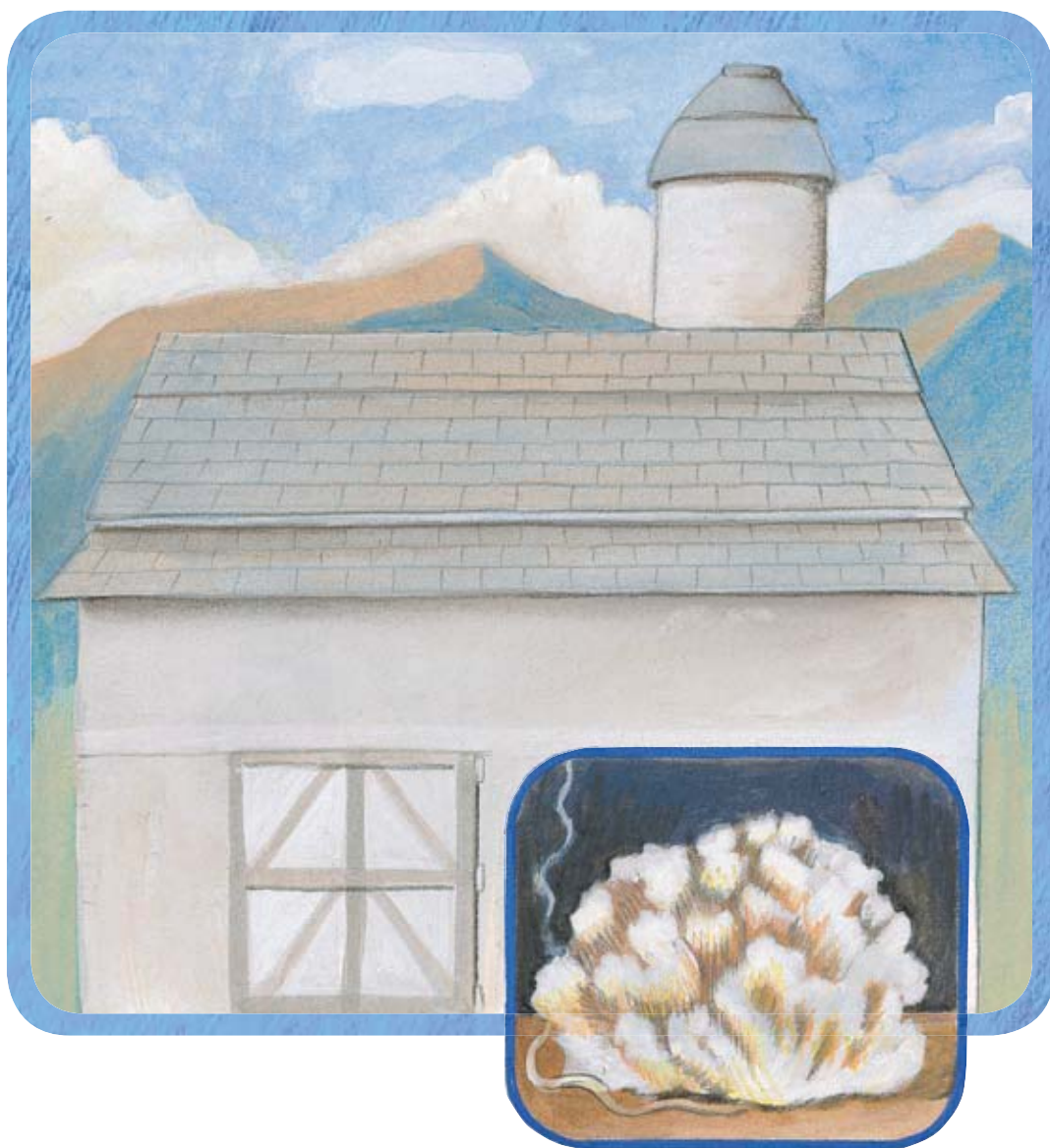
In winter, a sheep needs its thick wool to keep warm. But in summer it is hot, and sheep do not need much wool.

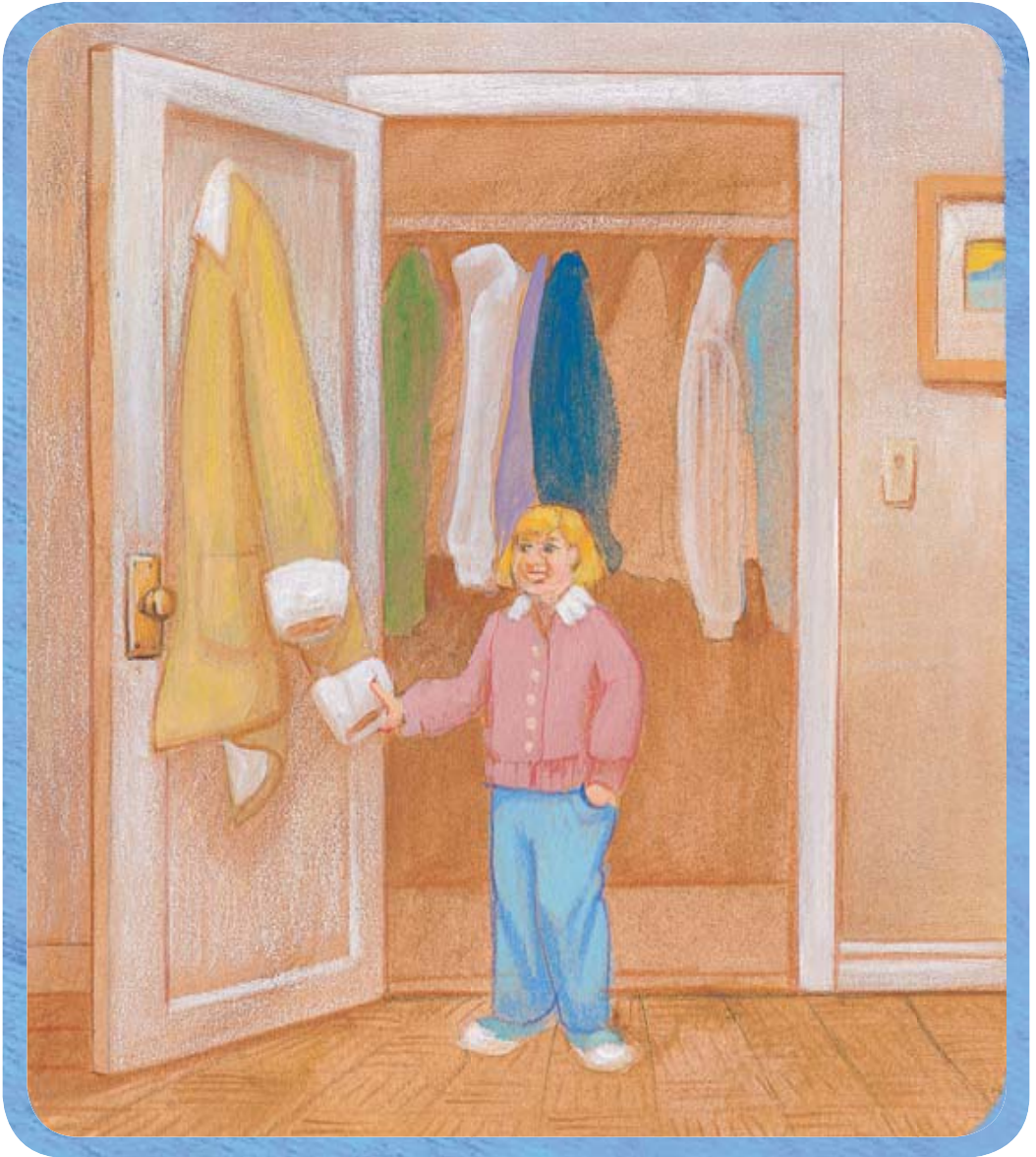


This sheep is having his wool cut.
The cutting does not hurt the sheep.
His good, thick wool will be used to
make things that keep people warm
in winter.



Sheep ranchers sell wool to mills.
At a mill, wool is spun into yarn.
Yarn can be made into a lot of
things, such as hats and scarves.





Here is a coat made of wool. If you see a wool coat or scarf, think of sheep on a ranch. That's where the wool came from.

Comprehension Check

Retell

Summarize the selection.

Use the pictures.

Think About It

1. Why do some people depend on sheep?
2. How do the animals in the selection help people?



Write About It

Write about some other things
that animals give us.



Working with Words

Phonics

Read the words.

ball

draw

fault

flaw

walk

Paul

would

straw

Dawn

foot

small

saw

Words to Know

Read the words.

school

put

buy

laugh

Time to Read

Read the story.

The School Sale

The school was having a small sale. But Dawn did not have a thing to sell. She felt bad.

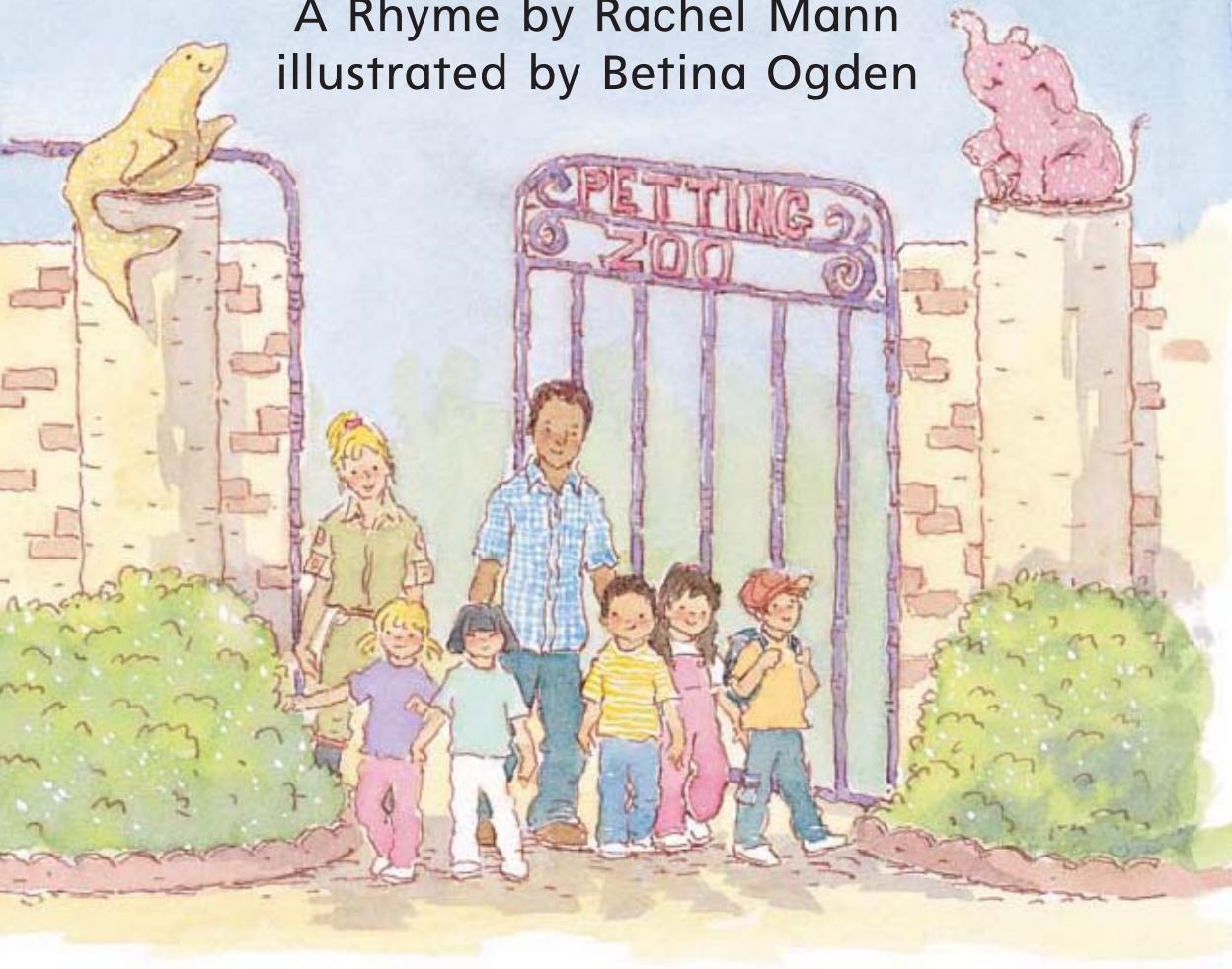
"I know," she said. "I can sell jokes. I will write them down and put them in a book."

Many kids came to buy jokes. Kids like to laugh!



Paul's School Trip

A Rhyme by Rachel Mann
illustrated by Betina Ogden



Paul's day started out well.

School trip day! Yes!

But how did a zoo trip
end up in such a mess?

First Paul saw zebras.
They were striped black and white.
He said, "They look boring.
I'll make them all look right!"





Paul started to draw
green dots and red.
He drew on the zebras.
Then Teacher shook his head.

"You can't draw on zebras!
This zoo has laws!
Go sit on that bench —
and work on your flaws!"

Paul **put** the pens down
and sat under a tree.
The rest of the zoo,
he so wished to see.

“What can I do as
the day passes by?
There’s not a thing to read.
There’s not a thing to **buy**.”





To make the time pass,
Paul ate his food.
He said, "I feel awful.
I'm in a bad mood."

Just then a big bird
flew by Paul's seat.
It came very close.
It wanted to eat!

"Real wildlife!" said Paul.

"This is so neat!"

He gave it a snack.

The bird liked the treat.

The bird said to Paul,

"Would you like to fly?"

Paul jumped on its wing.

They flew to the sky!





"I'm having such fun!"
Paul **laughed** with glee.
"Trips to the zoo are
as fun as can be."

Then the zookeeper saw
the big bird with Paul.
Her look said that she
was not so glad at all.

"I saw that ride and
safe it was not!
Kids in the zoo must
stay in a safe spot."

"It isn't my fault!"
Paul said to her.
"The bird picked me up.
It was a big blur."





"I'm glad you are fine.
Let's go find your class.
I see them right there,
standing next to the glass."

Paul looked that way.
He saw them, too.
The rest of the day,
Paul had fun at the zoo.

Comprehension Check

Retell

Retell the story.

Use the pictures.

Think About It

1. What happens to Paul after he draws on the zebras?
2. How is Paul's trip to the zoo awful? How is it also good?



Write About It

Write about a school trip that you went on.



Working with Words

Phonics

Read the words.

yellow

problem

paw

timid

kitten

active

napkin

fidget

attic

Phillip

cause

walk

Words to Know

Read the words.

walk

better

every

any

Time to Read

Read the story.

Scrap Takes a Walk

"Come, Scrap!" said Jo.

"Let's walk. Don't fidget on your leash! I need to train you better."

The rain was a problem. Every street was wet. Jo did not see any dry spots. Splish! Splash! went the pals.



The Stray Dog

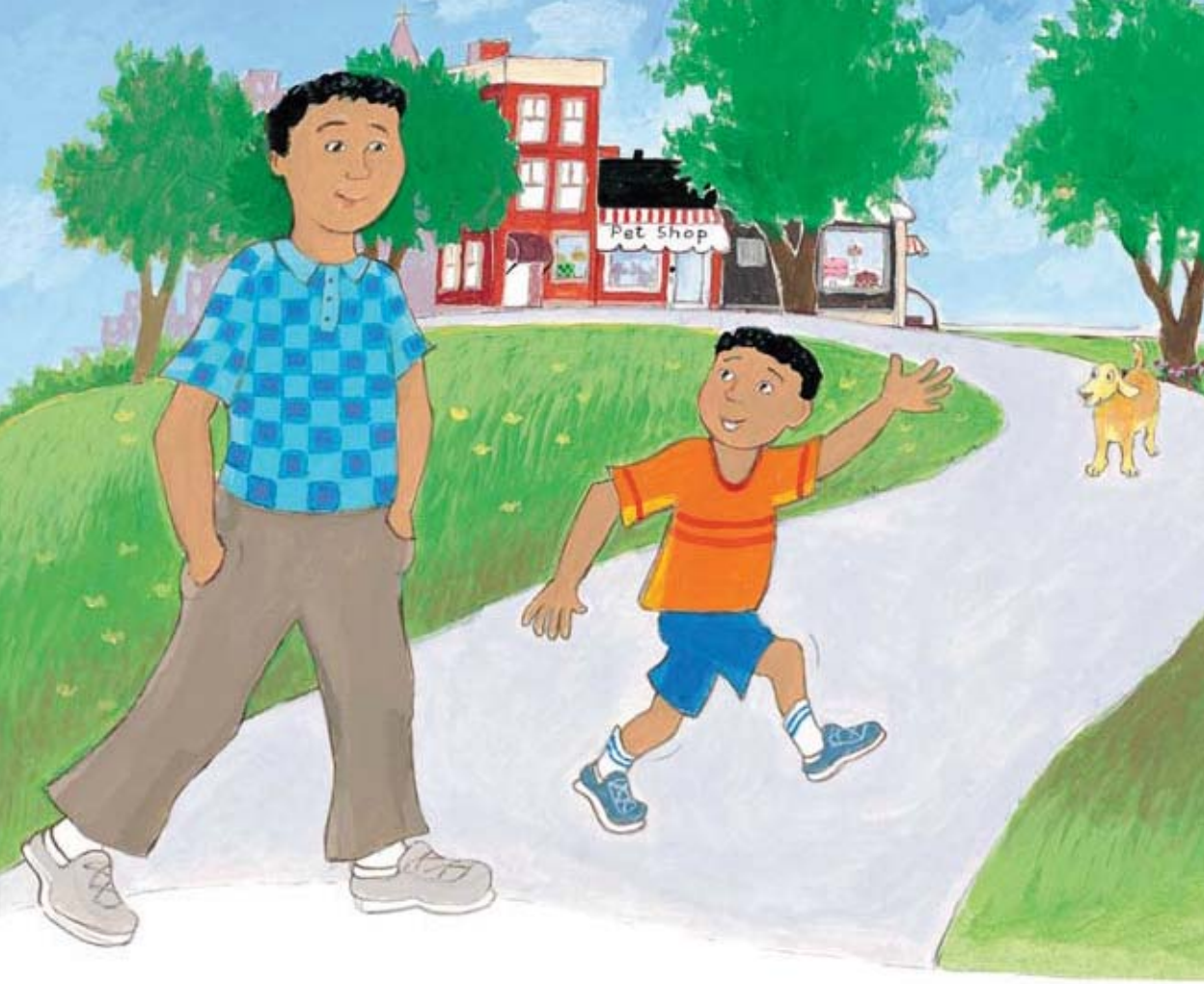
by Nicole Lyle
illustrated by Nancy Cote



Let's Get a Pet!

Phillip skipped down the street.
He was getting a pet!

"Come on, Dad," he said. "Walk
faster! There won't be any good
pets left."



"What kind of pet will we get?"
Dad asked.

"The best kind," said Phillip.

Then Phillip looked up the street.
A big yellow dog wagged its tail.



He ran to the dog. It licked his hand.

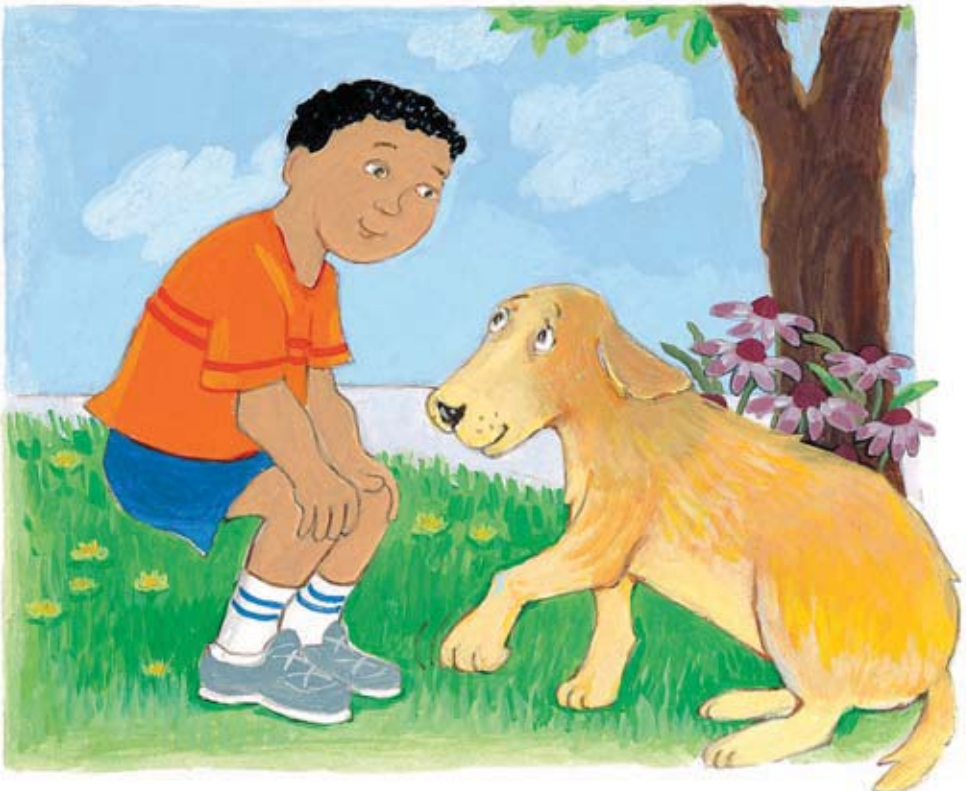
"This dog likes me!" he said.

"That is a stray dog," Dad told Phillip. "Scram!"

But the dog did not scam. It sat still. It held up its paw.

"Dad!" said Phillip. "This dog can shake hands!"

"Come on," said Dad. "We will find a better pet in the shop."



The Best Pet

In the shop, Phillip looked at the pets. A kitten was playing with string.

"Kittens are cute and sit on your lap," said Dad.

"But I want a pet I can take for walks," said Phillip.





"Pick me!" came a screech.

"That bird can speak," said the pet shop man. "You put seeds on its tray to feed it."

"But I want a pet that can play catch," said Phillip.



Phillip came to the dogs. He played with a big dog and a timid dog. He played with an active dog. He played with a spotted dog. He played with **every** kind of dog.

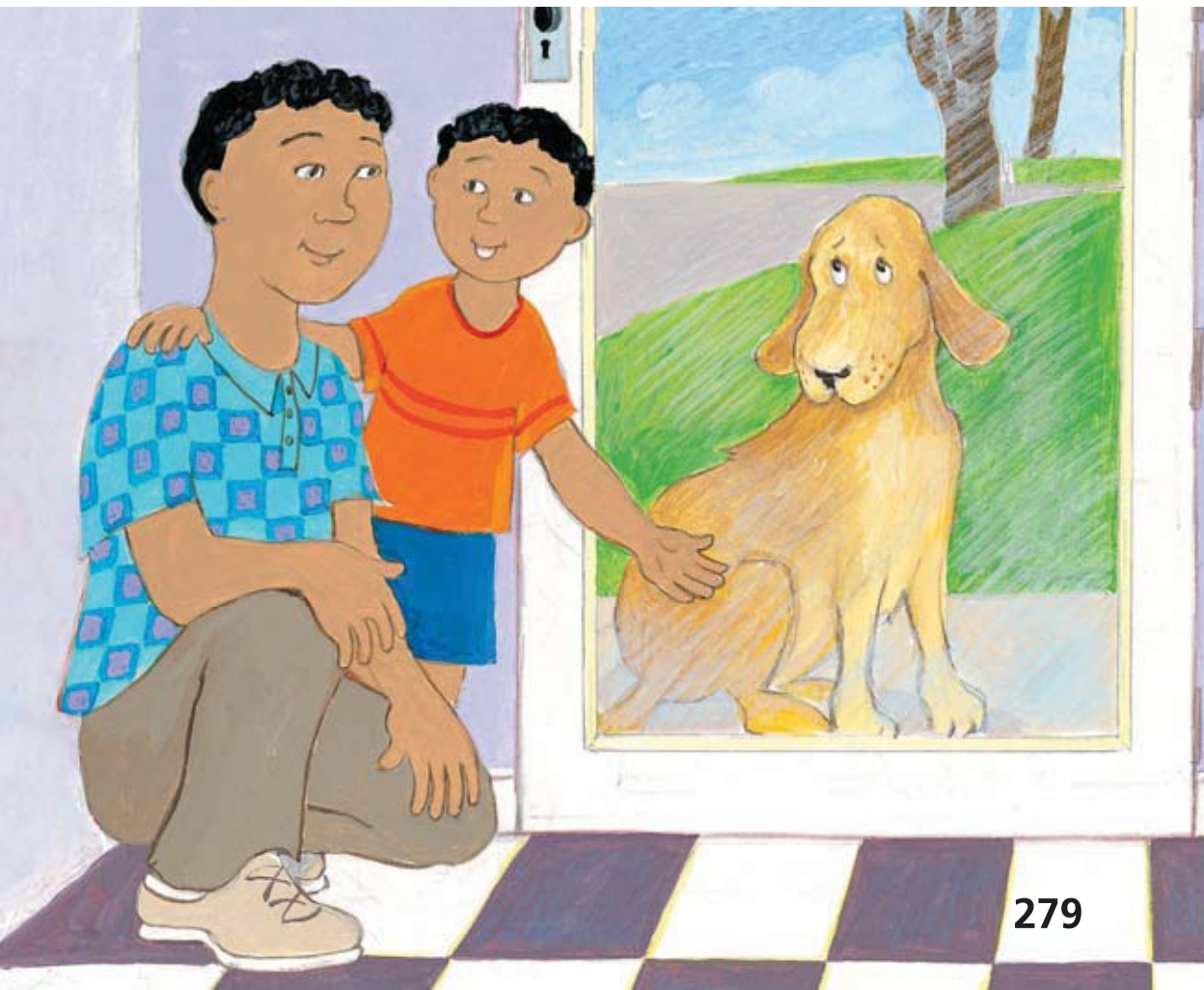
"Ruff! Ruff!"

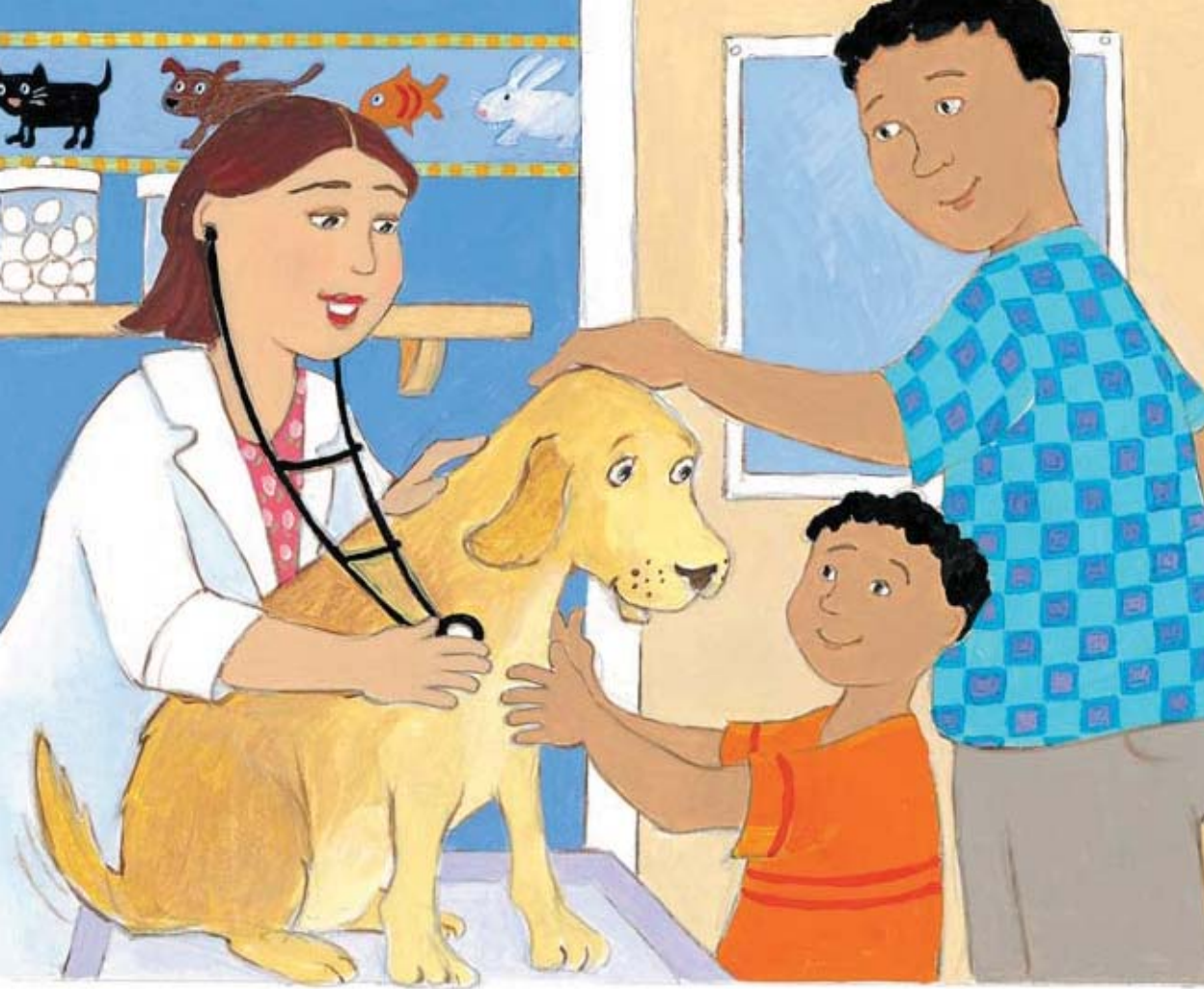
Phillip looked up.

It was the big yellow dog!

"Dad!" he said. "That stray dog has no home. Can he be my pet? I like him best."

"We need to get him checked," said Dad.





Phillip and Dad went to the vet.
The vet checked the stray dog.

"He's fine!" the vet said. "There are
no problems. He will be a good pet."

Phillip hugged the stray dog. He had
the best pet!

Comprehension Check

Retell

Retell the story.

Use the pictures.

Think About It

1. What different kinds of dogs did Phillip see at the pet shop?
2. Why do you think Phillip did not find a dog he wanted in the pet shop?



Write About It

Write about a pet you have or would like to have.



Working with Words

Phonics

Read the words.

kittens

until

hidden

ribbon

happen

pocket

catnap

button

basket

limit

lesson

puppet

Words to Know

Read the words.

two

seven

their

learn

Time to Read

Read the story.

See Puppies Grow!

The **two** puppies are **seven** weeks old. They like to chew and scratch things. They stretch and rest.

At eight weeks, the puppies are running and wagging **their** tails. They **learn** many new things. They are growing up fast!



All About Kittens



by Lenika Gael

illustrated by Kristen Goeters

Look at the kittens! They were just born. The kittens are very little and cute.

Kittens cannot see at first. But they don't have to go far for food. Mom Cat gives them her warm milk.

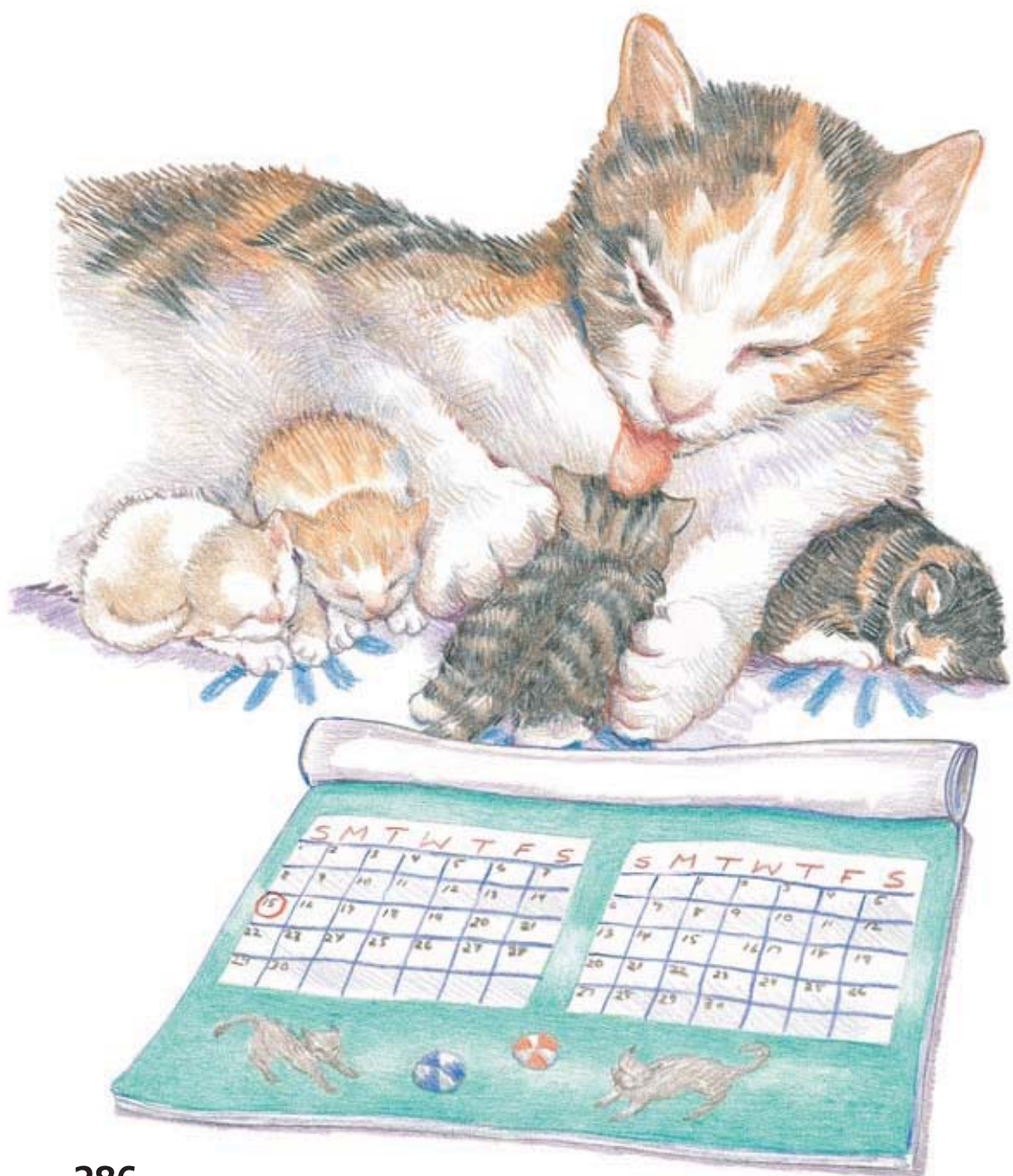




Mom Cat picks up each kitten by the scruff of its neck. She puts them in a safe spot. This does not hurt the kittens.

Soon the kittens are one week old. They can see!

At **two** weeks old, Mom Cat cleans her kittens. She licks them. She teaches each kitten to clean its fur.





At three weeks old, the kittens **learn** to walk. It is hard at first. The kittens fall, but they don't mind. They keep trying until they get it.



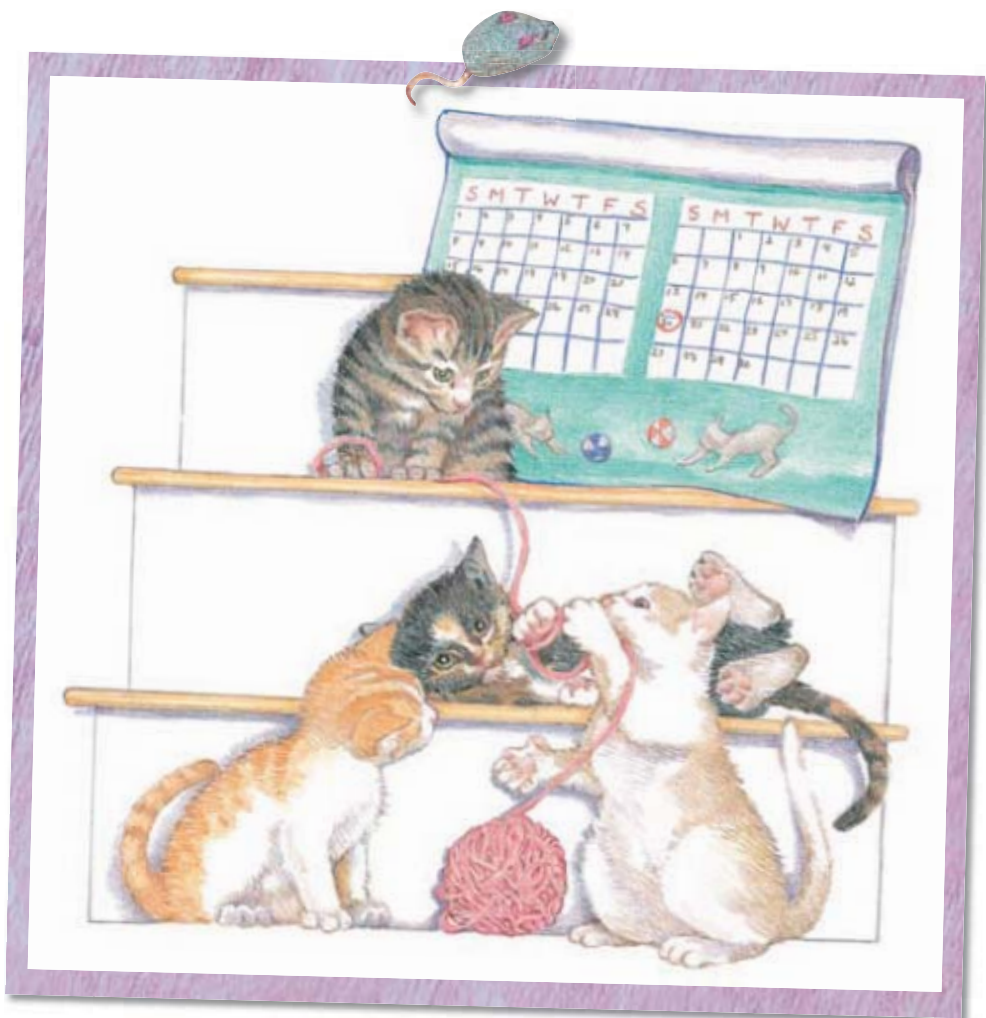
At four weeks old, the kittens start to play. They run and jump. They bite and scratch. The kittens have a good time!



At five weeks old, the kittens can lick food from a plate. They can clean themselves, too. Mom Cat showed them how. Mom Cat teaches them many lessons.



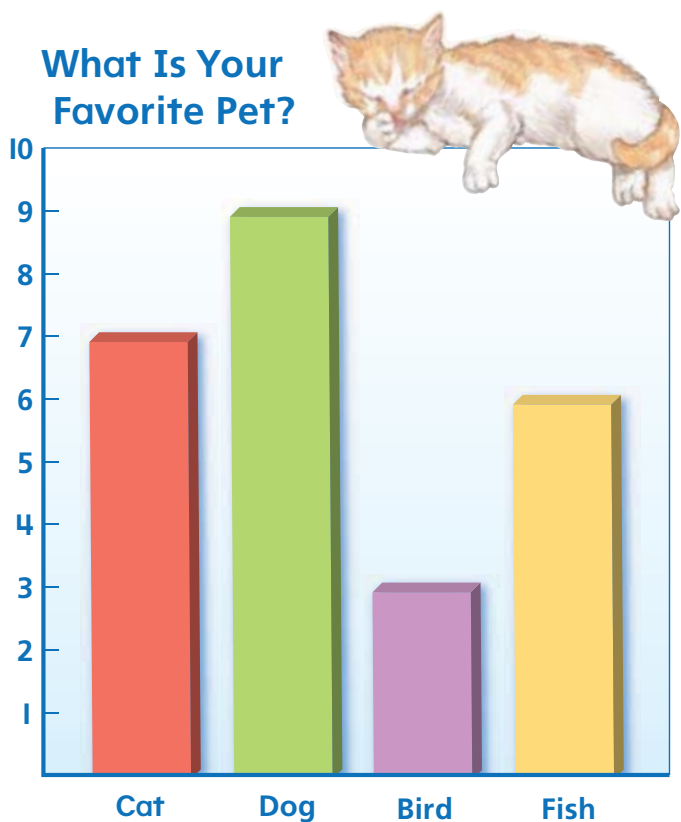
At six weeks old, the kittens don't need to be with Mom Cat all the time. They can eat, play, and sleep by themselves. The kittens are growing up!



At seven weeks old, the kittens can go up steps. They like to play with ribbon or string. Sometimes kittens like to hide. But don't let them stay hidden for too long. When it is time to rest, kittens take catnaps.

At eight weeks old, the kittens are getting **their** new teeth. They can eat hard food. Soon the kittens will be cats.

Cats are nice pets. What pet do you like best?



Comprehension Check

Retell

Summarize the selection.

Use the pictures.

Think About It

1. Why does Mom Cat want to keep her new kittens in a safe spot?
2. Reread page 287. What happens when kittens are three weeks old?



Write About It

Write about a baby pet. Tell how it changes as it grows.



Working with Words

Phonics

Read the words.

photo

attic

baby

ticket

odor

tiny

lady

cedar

belongs

crazy

open

mitten

Words to Know

Read the words.

remember

give

now

small

Time to Read

Read the story.

The Small Box

My dad asked, "Do you remember that I have something to give you? Do you want it now?"

"Yes!" I cried.

So, he gave me a small box.

"My dad gave me this," he said.

"Now it belongs to you."

I said, "Thanks, Dad!
Your old stuff is the best."



The Old Chest

by Liane Onish
illustrated by R.W. Alley

"Let's go up to the attic," said Ann.

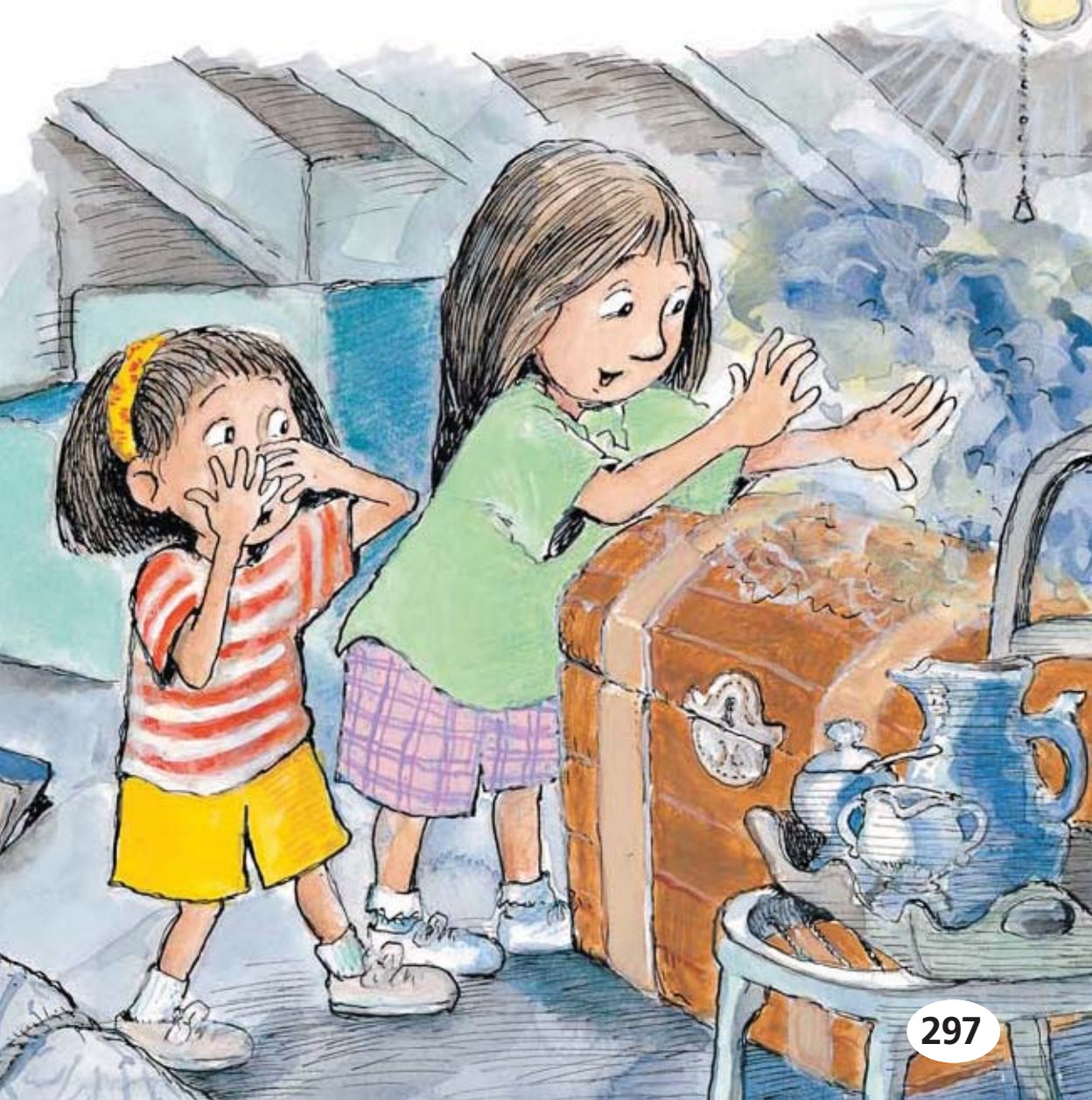
"What a great plan!" said Liz.

"I like looking at the old things!"



In the attic, Ann wiped dust from an old cedar chest.

"What's in that chest?" asked Liz.
"It has a funny odor."





"This chest just has old stuff in it," said Ann. "I like to look at the photos and other fun things from the past."

She opened the lid.

Liz peered in. On top were some paintings.

Ann said, "I remember these! I used to draw all the time. I made these paintings when I was five!"





"That's just a big pink blob,"
said Liz.

"Well, that blob is you, Liz!" said
Ann. "I painted you when you
were a tiny baby!"

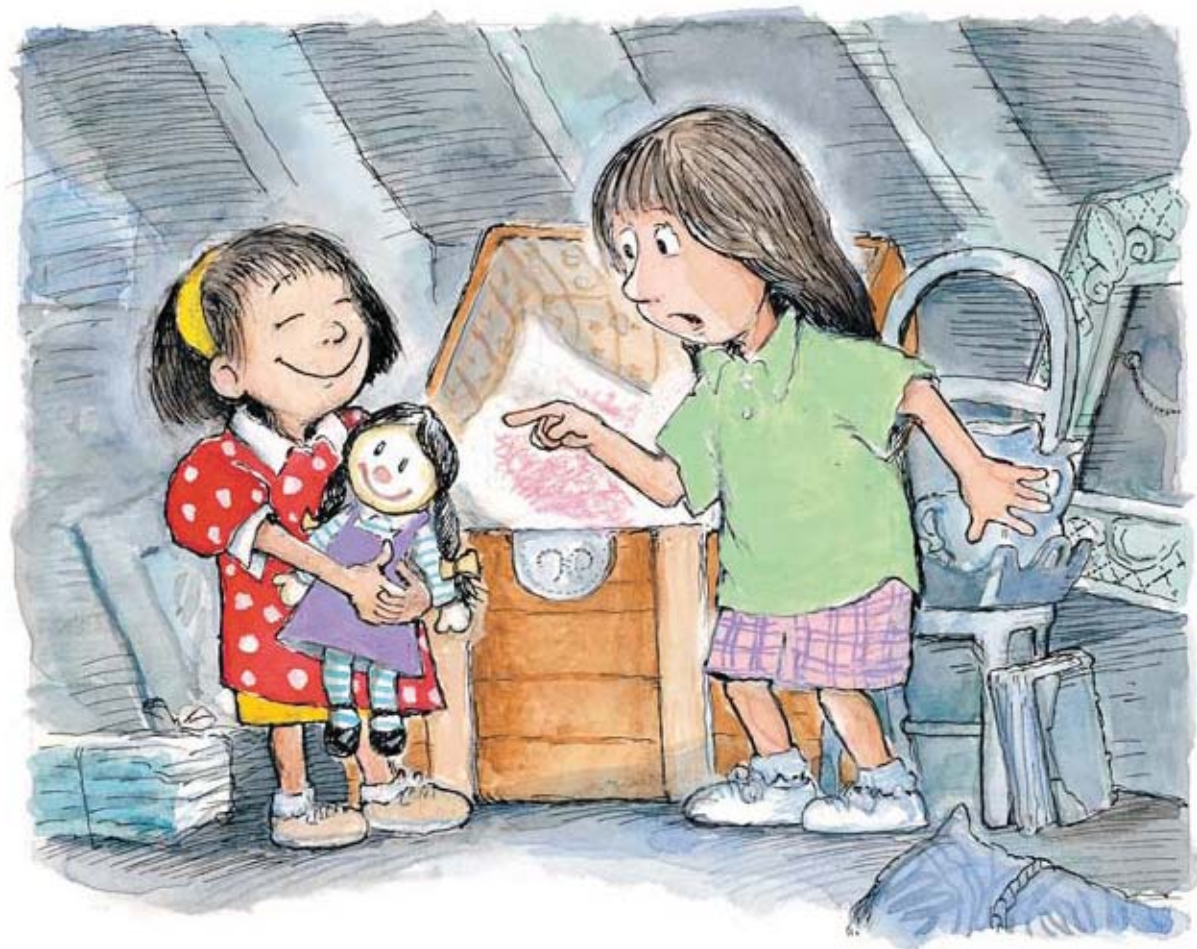
Liz held up a pretty dress. It had red and white dots on it.

"That belongs to me. I wore it when I was **small**," said Ann.

"It was my favorite dress."

"It's nice. Can I try it on?" Liz asked.





Liz held up a doll.

"That's my doll!" yelled Ann.

"Don't hurt it. Give it to me now!"

"Can I hold the doll?" asked Liz.

"She's pretty."

"Okay, for a little while but don't forget that it's mine," said Ann.

Ann looked at Liz. She was thinking of her sister. She knew Liz would use her old stuff.

"You look cute in my dress," said Ann. "And you like my old doll."





Ann smiled and gave her sister a hug.

She said, "That dress doesn't fit me now that I'm bigger. And, I don't play with that doll now. You can have them."

"Thanks, big sister," said Liz. "You're the best!"

Comprehension Check

Retell

Retell the story.

Use the pictures.

Think About It

1. Why do you think Ann's mom saved her old things?
2. Why does Liz like using and wearing her sister's stuff?



Write About It

Write about something old
that you have saved.



Working with Words

Phonics

Read the words.

tunnel

middle

metal

pebble

bundle

nickel

petal

open

music

little

apple

table

Words to Know

Read the words.

through

done

world

built

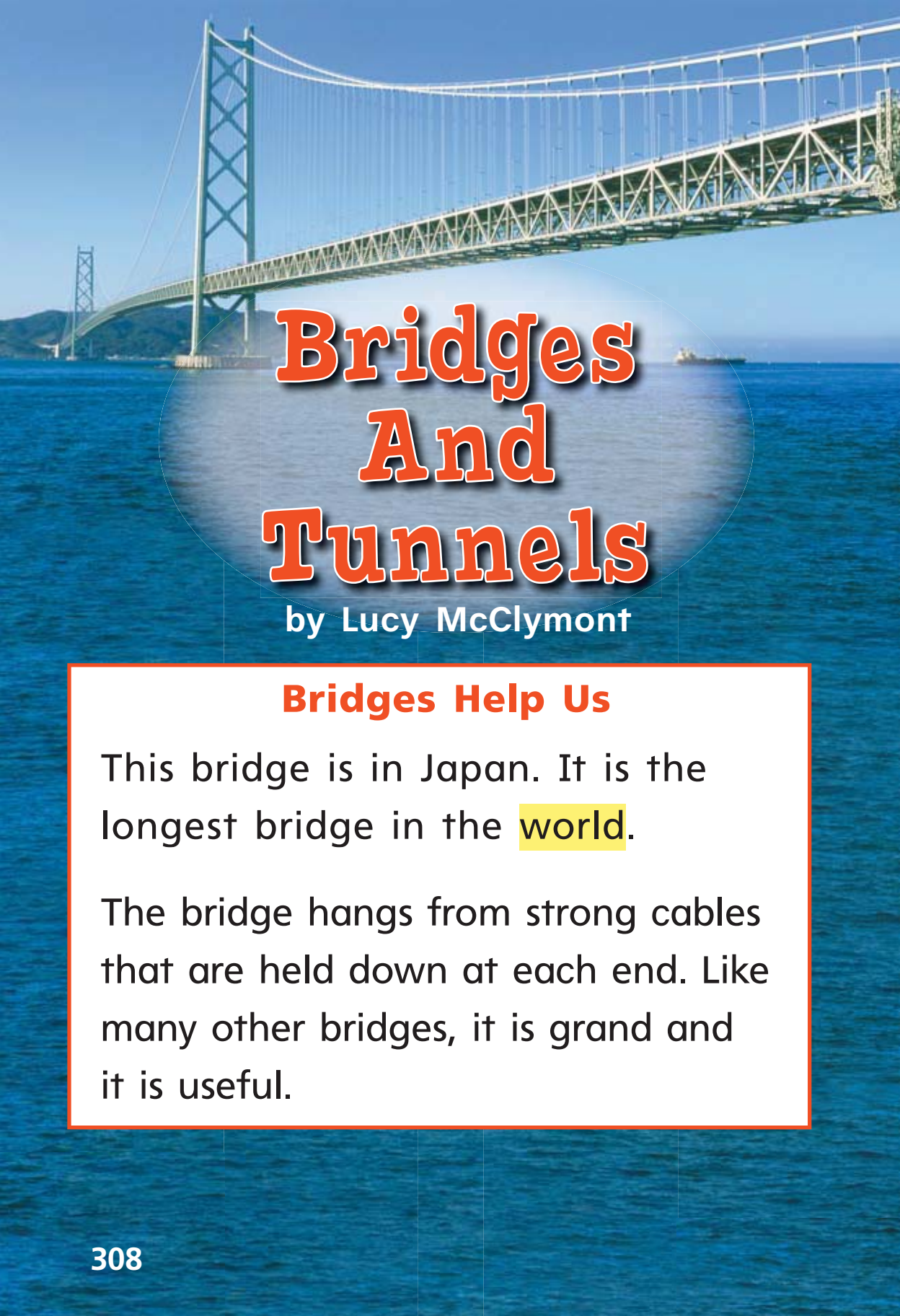
Time to Read

Read the story.

Bridges, Old and New

In the past, not all bridges were large. Many of them were like little tunnels. People went **through** them! The roof and sides kept the bridge dry in the rain. Now things have changed. What is **done** in today's **world**? Bridges are **built** of steel.





Bridges And Tunnels

by Lucy McClymont

Bridges Help Us

This bridge is in Japan. It is the longest bridge in the **world**.

The bridge hangs from strong cables that are held down at each end. Like many other bridges, it is grand and it is useful.



This is a beam bridge. Large beams rest on a base at the bottom. The middle part is called a drawbridge. It lifts to let boats go through.

Sailboats pass under this drawbridge in Chicago.





The arch bridge gets its name from its shape.

This bridge is an arch bridge. In the past, arch bridges were **built** of stone. That has changed. Now arch bridges can be built of concrete and metal.

This is a floating bridge. The middle parts float. The floating parts in the middle are linked to land by other short bridges. Why was this strange bridge built? The lake bed has mud and sludge in it. Other kinds of bridges couldn't be built in mud.

This is the widest floating bridge in the world.





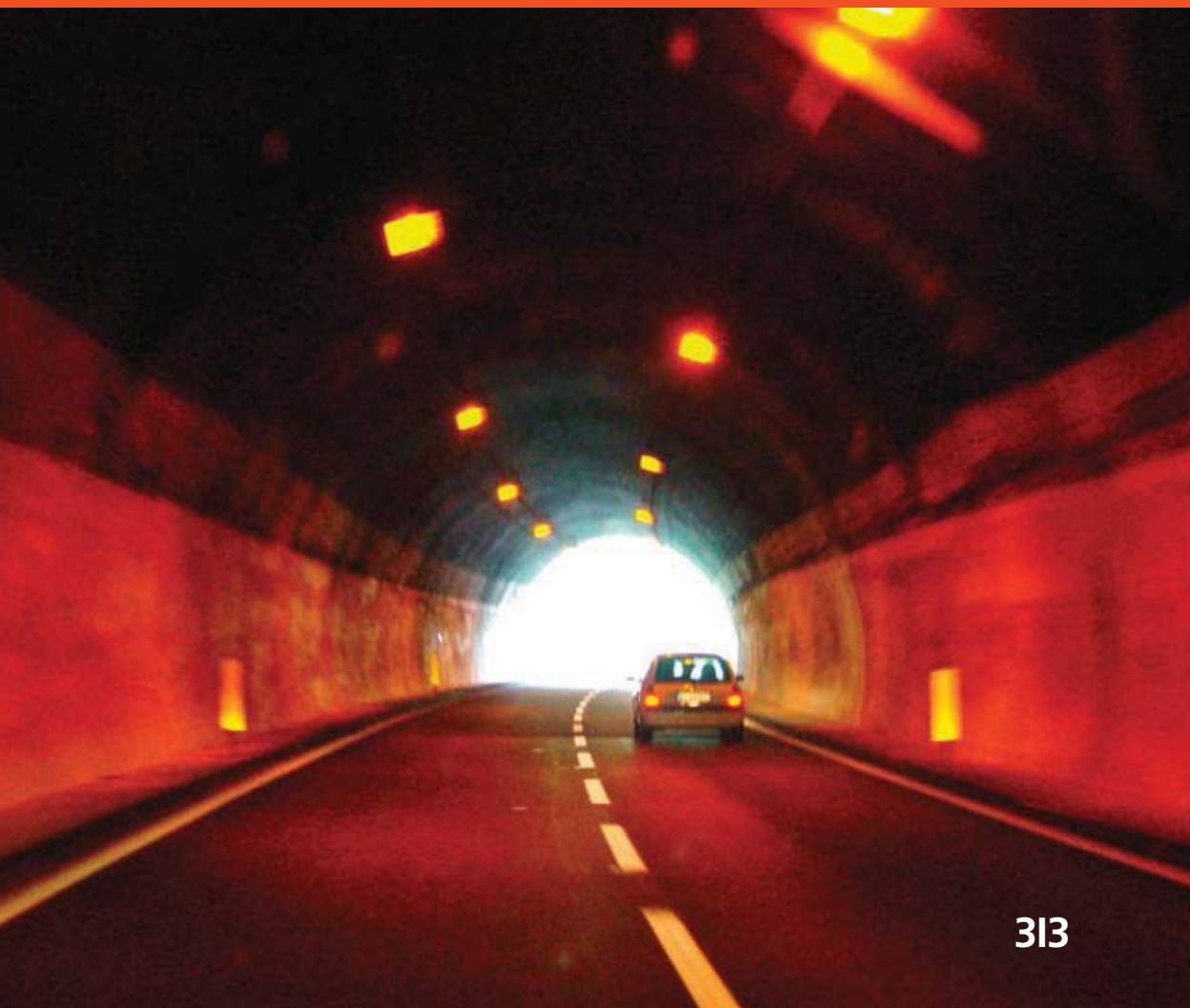
This is one of the highest footbridges in the world.

We need bridges to cross lakes and rivers. The bridges must be stable and strong for cars and trucks. But some bridges are for feet! People use this footbridge to walk from one high-rise to the other!

Tunnels Link Places

There are tunnels under roads.
Tunnels go through hills and under
rivers. Tunnels help us go places
we want to go!

Cars, trains, and trucks travel through tunnels.





The Channel Tunnel includes three tunnels.

Some tunnels are under the sea. This one is the Channel Tunnel. It was built under the channel linking England and France. Way down under the sea, rocks and clay were dug out. When the tunnel was **done**, railroad tracks were put in.



The Channel Tunnel has a nickname. It's called a "Chunnel"! People ride high-speed trains through the Chunnel.

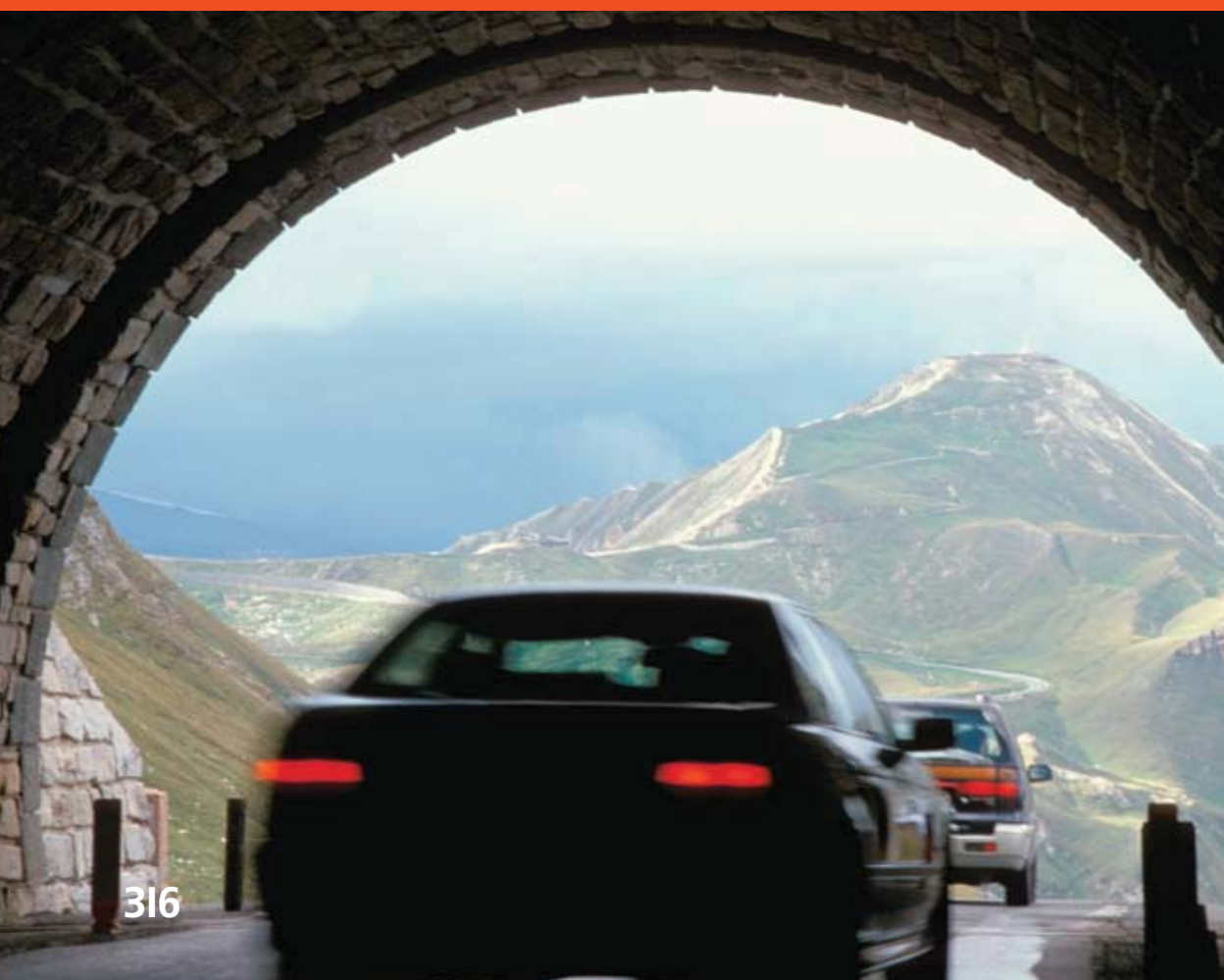
This is the fastest train in the world.



Some tunnels are high up on hills.
Some are in towns. Tunnels go all
through the world. Tunnels help
make our trips faster and safer.

Are tunnels and bridges a good
thing? You be the judge!

This tunnel goes through a hill.



Comprehension Check

Retell

Summarize the selection.

Use the pictures.

Think About It

1. What questions can you ask about the floating bridge and why it was built?
2. Why do you think the author wrote this selection?



Write About It

Write about a bridge you know.

Tell what it looks like.



Working with Words

Phonics

Read the words.

enjoy

away

repeat

tunnel

release

yellow

dugout

middle

peaches

hockey

dental

remain

Words to Know

Read the words.

about

because

things

for

Time to Read

Read the story.

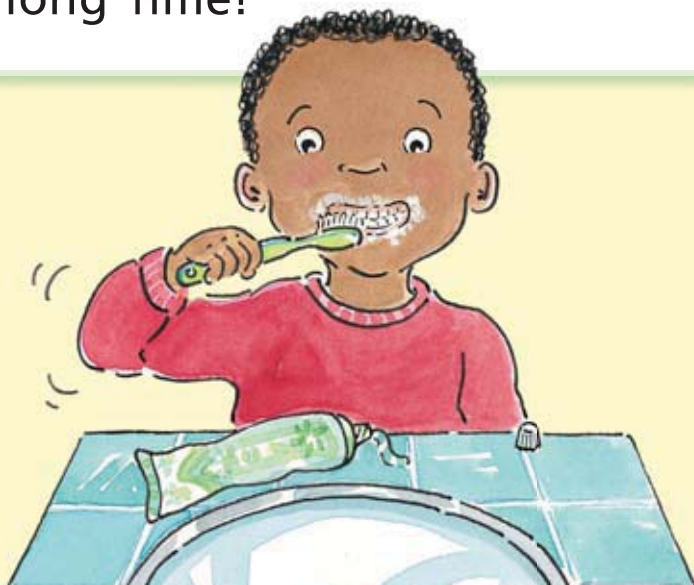
Brush Your Teeth!

You have **about** 28 teeth.

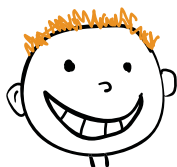
They need to be brushed.

Brush each day **because**
you want your teeth to last!

You need them to enjoy **things**,
like fruit. You will need them **for**
a long time!



We Need Teeth



by Nancy Ryan



Teeth help us eat. You have 3 kinds of teeth. Those in front bite and cut. The long, sharp teeth rip meat. Flat, side teeth crush and crunch things.



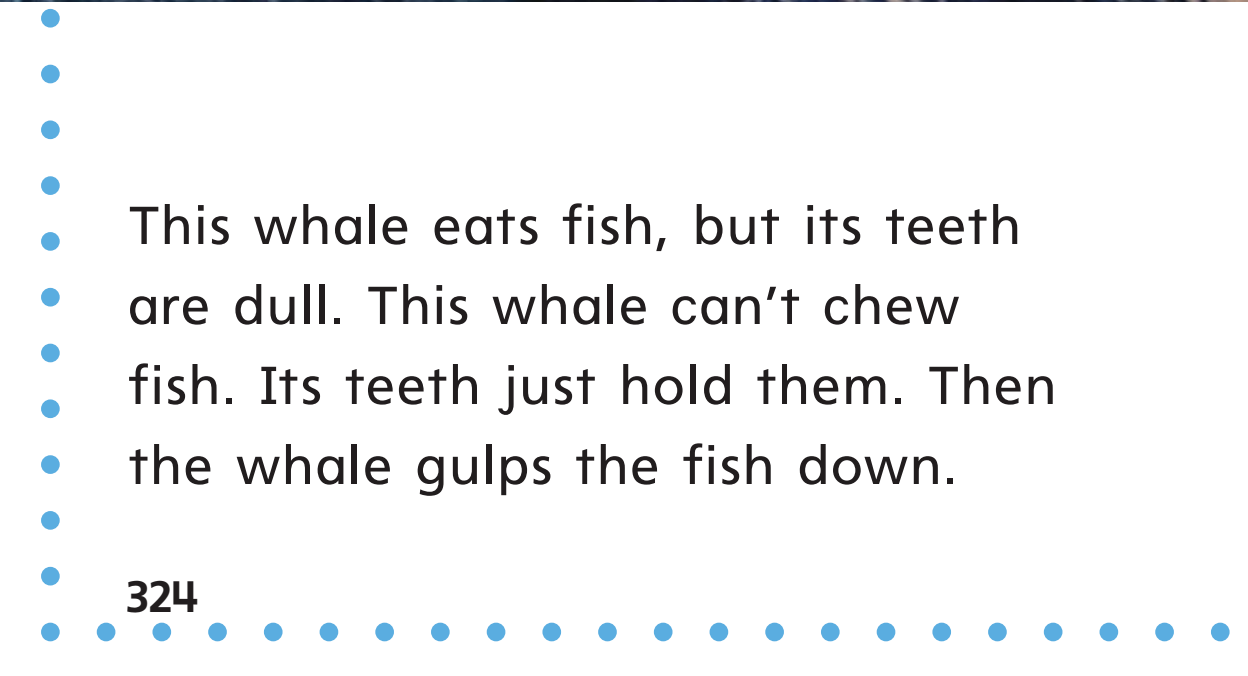
You can eat many things. You can eat plants like peas and peaches. You can eat meat and fish. You can eat and enjoy these things **because** of your teeth.



A rabbit has long front teeth.
It needs these teeth **for** cutting
plants. A rabbit does not eat meat.
It just chews on plants. Its flat
teeth crush them. Munch! Munch!



A cat can't munch. But its front teeth help the cat grab and hold onto things. Its side teeth cut these things into bits. Then the cat can eat them.



324



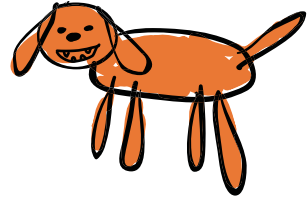
Some animals have odd teeth. This wild pig has sharp tusks. Tusks are long, long teeth. They can be about 3 inches long. A wild pig uses its tusks when it digs for food.



This snake has sharp fangs. It uses them to bite. The snake hides. It waits for something good to eat. Then, it bites with its fangs and devours the food.



This pike has sharp teeth. Some teeth go back. When a pike eats a fish, these teeth keep that fish inside. The pike doesn't release the fish, so it can't swim away.



Teeth can be long and sharp. Teeth can be flat. Teeth can be dull.

Teeth help animals catch prey. Teeth help most animals eat food.

Comprehension Check

Retell

Summarize the selection.

Use the pictures.

Think About It

1. Compare how a rabbit and a whale eat with their teeth?
2. Why do people have 3 kinds of teeth?



Write About It

Write about the teeth of an animal that you know.



Working with Words

Phonics

Read the words.

invite

reptile

inside

escape

excite

tadpole

mistake

reveal

beneath

feline

erase

excuse

Words to Know

Read the words.

all

special

wash

over

Time to Read

Read the story.

The Sea Urchin

Look at **all** the sharp spines on this sea urchin! They look like they could hurt! Their **special** spines keep them safe.

Sea urchins stick on rocks and let the sea **wash over** them. They feed on brown seaweed.



Fur, Skin, and Scales

by Felipe Sanchez



What's on the outside of an animal?

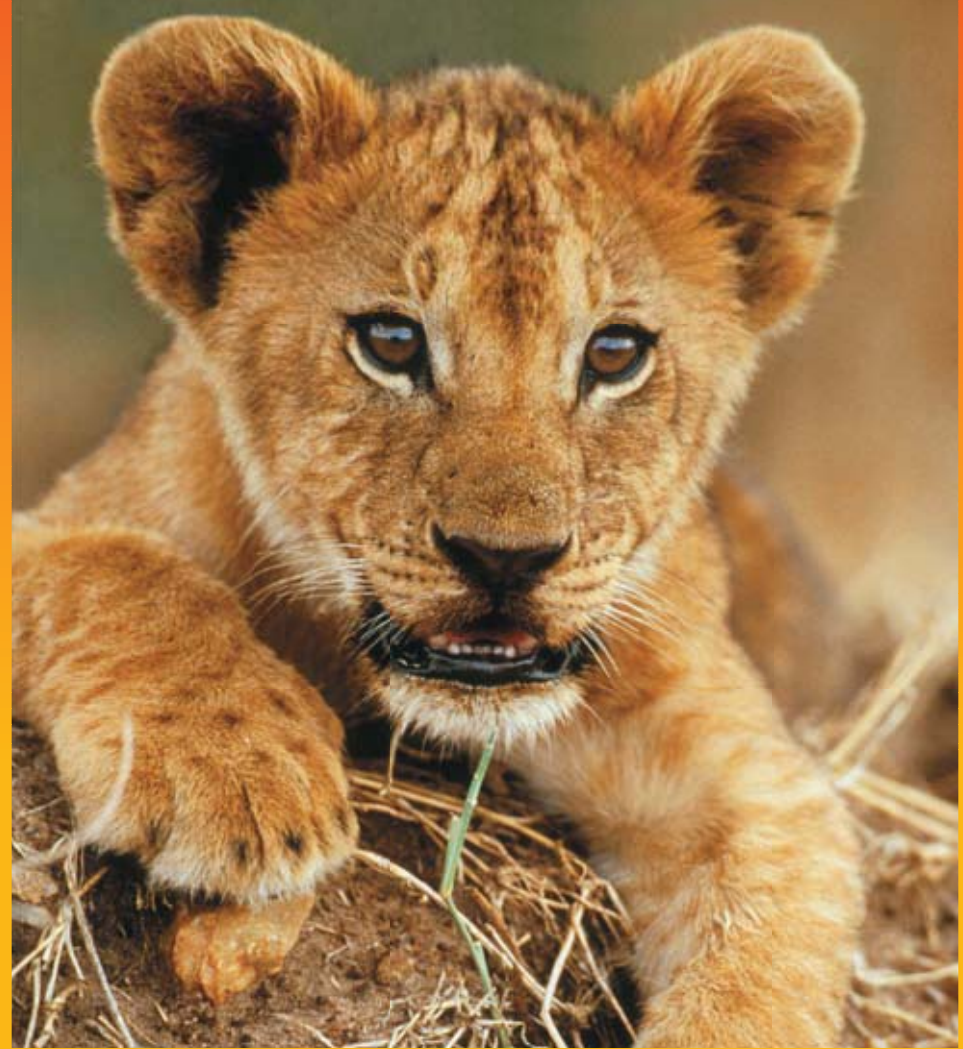
Frogs have skin. A frog breathes with its lungs and skin! Its skin must stay wet, so frogs let water wash over them.



This animal must be in the water all the time. If it is mad, its skin turns from brown to red! It has a special ink sac. If it is not safe, it spurts dark ink. Then it can't be seen.

This animal has sharp spines. When it's not safe, it curls up. Its spines can hurt, so foxes looking for a meal stay away!





Fur is on the outside of many animals. It keeps them warm. Fur helps this big feline blend in with rocks, trees, and grasses.

This feline can purr. It is cute, but don't get close!



In the winter, this rabbit's fur turns white. This keeps it safe. Animals can't see the white rabbit in the snow, so it can make a fast escape!

What's on the outside of a reptile?
Skin and scales!

This snake's skin is old and worn.
So the snake will get rid of it.
After it's finished, the snake will
look fresh.



Where is the rest of this reptile?
It is inside the shell! A turtle's
shell keeps its soft parts safe from
animals like skunks, foxes, and
snakes.





And what's on the
outside of a bird?

Here's a hint! These
things help birds keep
warm and... fly!





Animal	Covering
Rabbit	Fur
Giraffe	Fur
Hedgehog	Spines
Porcupine	Spines
Turtle	Shell
Snail	Shell

Think of an animal. What is on the outside of it? Is it fur, skin, scales, spines, or a shell?

Comprehension Check

Retell

Summarize the selection.

Use the pictures.

Think About It

1. How do fur, skin, scales, and shells on the outside of animals help them?
2. How does a turtle protect itself from other animals?



Write About It

Write about the outside of
an animal you know.



Working with Words

Phonics

Read the words.

crazy

photo

mistake

programs

lady

alone

secret

tidy

baby

music

table

feline

Words to Know

Read the words.

always

family

thought

idea

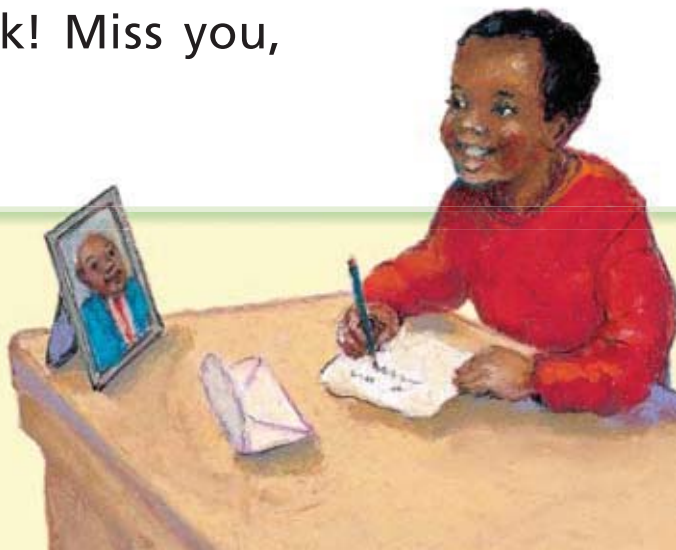
Time to Read

Read the story.

A Family Birthday

Hi Gramps,

It's Mom's birthday. I always like family birthdays! Dad and I thought about a gift. Then I had an idea! Here are some hints. It can sit on Mom's knee. We can't wrap it. It is tidy and feline. Write back! Miss you,
Ron



Dear Pen Pal

by Lucy Floyd

illustrated by Amy Huntington

Dear Tran,

I'm so glad we're pen pals. I'll write to you lots. I'm the new kid in town. School is out, so it's hard to make new friends.

This is a photo of my family and me. Mom likes to knit and my dog Bingo is crazy!

Your pen pal,
Meg



Dear Meg,

I like being your pen pal. This is a photo of my family and me.

I was sad when my family first came here. But now I have lots of friends. You will have them, too!

Your pen pal,
Tran





Hi Tran,

Thanks for telling me you made
new friends. I hope I will, too!

The lady in this photo is Ms. Wright.
She's a teacher I had last year.

So long,
Meg

Dear Meg,

When I was the new kid in town,
I joined programs and teams. I
liked the swim team a lot.

Are there kids on your block?
That's **always** a good start.

Until next time,
Tran



Greetings Tran,

Good news! There's a boy right next door. His name is Sam. We rode our bikes and had fun. I took this photo of him. I think I have a new friend!

Still hopeful,
Meg





Greetings Meg,

I'm glad you wrote that you have
a new friend. I **thought** you would!

I am in a play now. You always meet
kids in plays. I am a knight.

So long for now,
Tran



Hi Tran,

Bad news! I haven't seen Sam for five days! I thought we had a very good time. But he must not like me.

Sadly,
Meg

Hi Meg,

I feel bad that Sam isn't acting
like a friend.

I fell and sprained my wrist and foot.
Dad had to wrap me up in bandages.
I can't go out and play for a week!

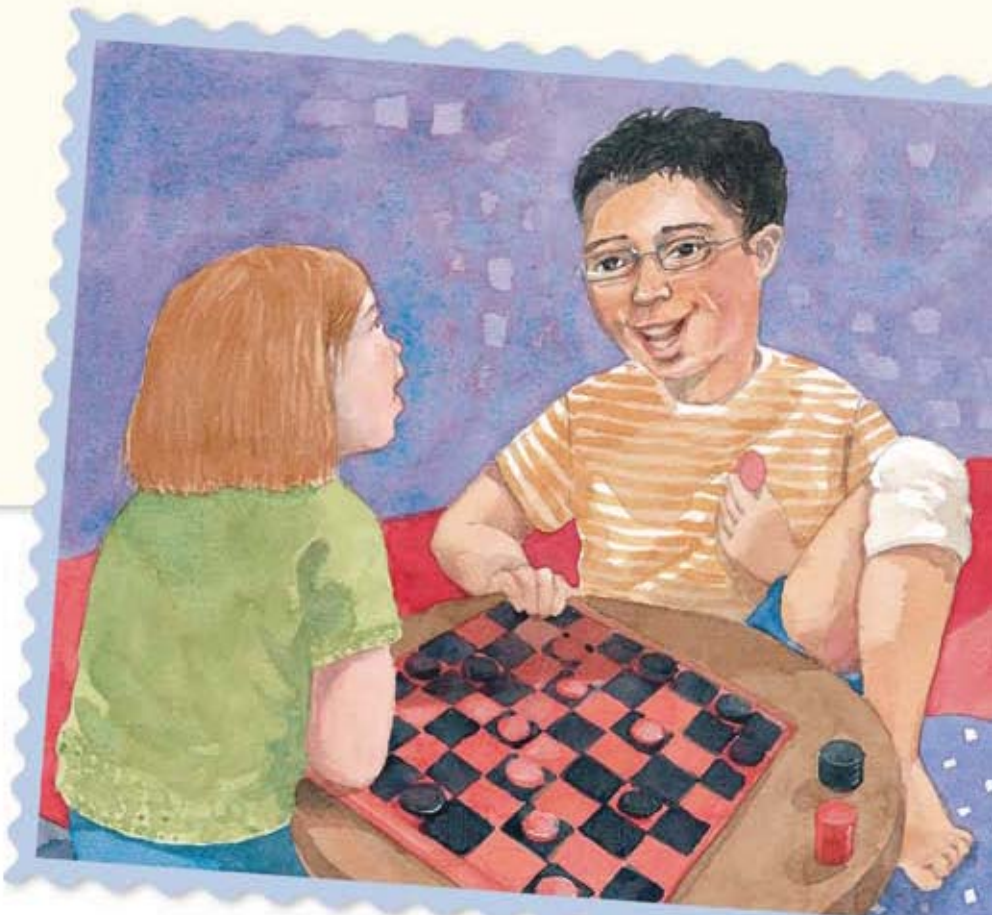
Moping around,
Tran



Dear Tran,

You gave me an **idea**! I went to Sam's house and knocked on the door. His mom said Sam hurt his knee and had to stay in. So I went in and played games with him. He was so glad to see me!

Your pen pal friend,
Meg



Comprehension Check

Retell

Retell the story.

Use the pictures.

Think About It

1. What causes Meg to think that Sam doesn't like her?
2. How did visualizing how Meg looked help you understand how she felt?



Write About It

Write a letter to a pen pal you would like to have.



Working with Words

Phonics

Read the words.

perform

return

gather

expert

garden

perfect

orbit

lunar

labor

tiger

target

cheerful

Words to Know

Read the words.

air

carry

important

move

Time to Read

Read the story.

Stars in Space

Have you walked in the night **air** and looked at stars? It might be nice to pluck one and **carry** it home!

Stars look little, but they are huge. The Sun is a star. The Sun is very **important**. It gives our planet light and heat. Stars **move** in space. Can you see them?

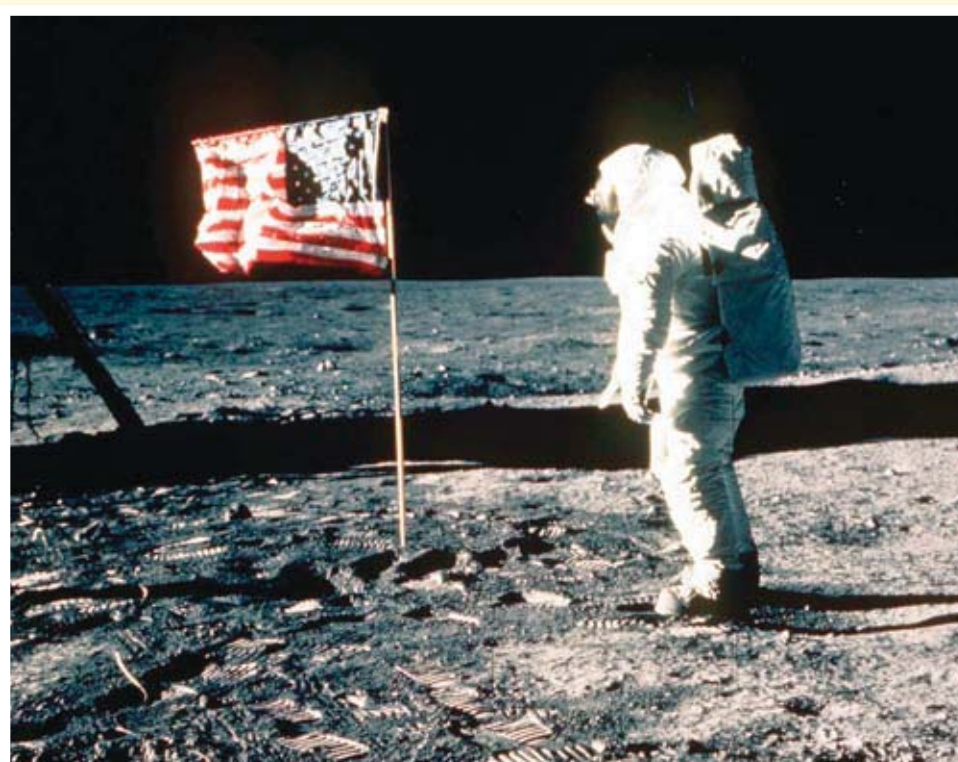


IN SPACE

by JOHN STAFFORD



People in past ages looked at the sun, stars, and planets. They looked up at the face of the moon. Back then, people dreamed that they might fly into space. Now, that dream is real!



Astronaut Buzz Aldrin walks on the moon.

Astronauts first landed on the moon in 1969. They placed a flag on the moon and gathered lunar samples. When they returned to Earth, they had moon rocks.



Spacecrafts **carry** astronauts into space. Rockets fire, and the spacecraft is on its way!

Crews aboard the spacecrafts have many **important** jobs. They find out if people can live in space for a long time. They perform tests and keep records. These are sent back to Earth.

On Earth, gravity keeps us from floating up in the **air**. In space, there is no gravity. Crews float when they **move** from place to place.

Food needs to be in bags that are tied down so it will not float. When astronauts sleep, straps keep them from floating.





Astronauts can go outside a spacecraft. This page shows them on a space walk. A cord keeps them from floating off!

Some astronauts work in a space lab. This shows Skylab orbiting, or going around Earth. A lab has more room than a spacecraft. Crews can stay in space longer. They can look at the Earth from space and send back important facts.





Sojourner robot/rover explores Mars.

Space probes can go into space without people. A probe can send back facts about a planet. The probe on this page went to Mars. Can people live on Mars? Probes tell us a lot about this.

Huge telescopes like this show us stars in space. What is a star made of? How far away is it? A telescope helps tell us these things and more.





International Space Station

Our race to space goes on. We will find out more and more about space. Those dreamers from the past would be glad!

Comprehension Check

Retell

Summarize the selection.

Use the pictures.

Think About It

1. How do astronauts keep from floating off when they are on a space walk?
2. Visualize astronauts in space. How do they move from place to place when there is no gravity?



Write About It

What do you think astronauts will find out next in space?

Skills and Strategies

TITLE		PHONICS	HIGH-FREQUENCY WORDS	COMPREHENSION
Unit 1 pages 6-65				
6	The Hat	/a/ə b <u>at</u> , /i/ɪ b <u>ig</u>	look she the who	Analyze Story Structure: Characters and Setting
18	Yum! Yum!	/o/ɒ m <u>op</u> , /e/ɛ h <u>en</u> , /u/ʊ m <u>ug</u>	eat help said you	Analyze Story Structure: Plot
30	Frogs, Frogs, Frogs!	initial consonant blends: /f-blends, /s-blends, /r-blends	do some this what	Summarize: Main Idea and Details
42	Kids Can Make It!	/a/ə h <u>at</u> , /ā/a_ē c <u>ake</u>	and he see with	Summarize: Main Idea and Details
54	Pig on His Bike	/i/ɪ p <u>ig</u> , /i/ɪ_ē b <u>ike</u>	down of to yellow	Summarize: Make and Confirm Predictions
Unit 2 pages 66-125				
66	Rose the Duck	/o/ɒ h <u>op</u> , /ō/o_ē h <u>ome</u>	away four good my	Monitor Comprehension: Character, Setting, Plot
78	A Home Made Band	/u/ʊ f <u>un</u> , /ū/u_ē c <u>ube</u> , fl <u>ute</u>	have play show we	Monitor Comprehension: Cause and Effect
90	Trains, Trains, Trains!	/ā/ai pl <u>ain</u> , ay pl <u>ay</u> , ea st <u>ea</u> k, ei e <u>igh</u> t, a l <u>ady</u>	live under warm where	Monitor Comprehension: Main Idea and Details
102	Queen Bea and the Pea	/ē/ē b <u>e</u> , ee m <u>ee</u> t, ea dr <u>ea</u> m, ey k <u>ey</u> , ie f <u>ie</u> ld, y b <u>ab</u> y	girl know was were	Generate Questions: Make Inferences
114	Night Animals	/i/ɪ w <u>ild</u> , igh br <u>igh</u> t, y b <u>y</u> , ie p <u>ie</u>	does how little many	Generate Questions: Compare and Contrast
Unit 3 pages 126-185				
126	What Grows?	/ō/oa b <u>oa</u> t, o n <u>o</u> , ow gr <u>ow</u> , oe t <u>oe</u>	after first from soon	Visualize: Summarize
138	A Talking Mule	/ū/u_ē c <u>ute</u> , u m <u>en</u> u, ue c <u>ue</u> , ew f <u>ew</u>	could our want work	Visualize: Summarize
150	A Funny Trip to Mars	/ār/ār c <u>ar</u>	are found funny they	Generate Questions: Author's Purpose
162	Fern's Team	/ūr/lir f <u>ir</u> st, er h <u>er</u> , ur f <u>ur</u>	been never one together	Generate Questions: Cause and Effect
174	Who Is Best?	/īr/leer d <u>eer</u> , ear t <u>ear</u> , ere h <u>ere</u>	along before dog there	Generate Questions: Draw Conclusions

TITLE	PHONICS	HIGH-FREQUENCY WORDS	COMPREHENSION
Unit 4 pages 186–245			
186 Storms, Storms!	<i>/ôr/or</i> <u>for</u> k, <i>ore</i> <u>shore</u> , <i>oar</i> <u>roar</u>	fall full very water	Monitor Comprehension: Cause and Effect
198 The Art Fair	<i>/âr/air</i> <u>hair</u> , <i>are</i> <u>care</u> , <i>ear</i> <u>bear</u> , <i>ere</i> <u>where</u>	once only picture upon	Monitor Comprehension: Use Illustrations
210 Growing Plants	<i>/ou/ow</i> <u>down</u> , <i>ou</i> <u>ground</u>	call color other pretty	Analyze Text Structure: Sequence of Events
222 Roy and Joy	<i>/oi/oi</i> <u>coin</u> , <i>oy</i> <u>boy</u>	again around door should	Analyze Story Structure: Sequence of Events
234 The Loose Tooth	<i>/ü/oo</i> <u>tooth</u> , <i>ui</i> <u>suit</u> , <i>ew</i> <u>new</u> , <i>ue</i> <u>clue</u> , <i>u</i> <u>truth</u> , <i>ou</i> <u>soup</u> , <i>oe</i> <u>shoe</u>	come pull would your	Analyze Story Structure: Fantasy and Reality
Unit 5 pages 246–305			
246 From Sheep to Wool	<i>/û/oo</i> <u>cook</u> , <i>ou</i> <u>could</u>	here people year young	Summarize: Draw Conclusions
258 Paul's School Trip	<i>/ô/au</i> <u>fault</u> , <i>aw</i> <u>draw</u> , <i>a</i> <u>talk</u>	buy laugh put school	Summarize: Sequence of Events
270 The Stray Dog	closed syllables	any better every walk	Monitor Comprehension: Summarize
282 All About Kittens	closed syllables	learn seven their two	Monitor Comprehension: Make Inferences
294 The Old Chest	open syllables	give now remember small	Monitor Comprehension: Make Inferences
Unit 6 pages 306–365			
306 Bridges and Tunnels	consonant + <i>-le</i> (<i>al</i> , <i>el</i>) syllables	built done through world	Generate Questions: Author's Purpose
318 We Need Teeth	vowel-team syllables	about because for things	Generate Questions: Compare and Contrast
330 Fur, Skin, and Scales	final <i>e</i> syllables	all over special wash	Generate Questions: Problem and Solution
342 Dear Pen Pal	open syllables	always family idea thought	Visualize: Cause and Effect
354 In Space	<i>r</i> -controlled syllables	air carry important move	Visualize: Problem and Solution

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